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Rutgers Female College

INAUGURATION.

April, 1867.

H. Lit. P.
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Proceedings

RUTGERS FEMALE COLLEGE, 487, 489, 491 FIFTH AVENUE, NEW YORK.

Compliments of
A. M. Pierce, President,

PROCEEDINGS

OF THE

MEETING

HELD AT THE

INAUGURATION

OF

Rutgers Female College,

APRIL 25, 1867.

New York:
AGATHYNIAN PRESS,
1867.

BIBLIOTHECA
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MONACENSIS

PROCEEDINGS.

NARRATIVE.

In the early part of January, 1867, the importance of having a college for young women located in the great metropolis of New York, was brought to the attention of the President of Rutgers Female Institute, H. M. Pierce, LL.D., by Mr. Jeremiah Burns of the Board of Trustees, with the suggestion that immediate efforts be made to obtain from the Legislature, then in session, a college charter for what had heretofore been known as Rutgers Female Institute.

The proposition having received a favorable consideration by the President and Secretary, a special meeting of the Board of Trustees was ordered for January 30th.

At this meeting, after a full consideration of the subject, it was resolved that the Trustees apply to the Legislature for a college charter. A committee, consisting of the President, Mr. Burns, and Dr. Edwards Hall, was appointed to present the following memorial to the proper authorities:

To the Senate and Assembly of the State of New York:

The undersigned, Trustees of Rutgers Female Institute, chartered by the Legislature in April, 1838, and intended to furnish facilities for a higher course of studies, including the sciences and the classics, would respectfully represent:

That our institution, during the period since its organization, has been in successful operation.

In the twenty-eight years of its existence it has afforded substantial educational facilities to more than eight thousand five hundred young ladies. Of these, five hundred and twenty-four have completed the full course of studies prescribed by its founders, and have received the diploma of the Institute.

Not limiting themselves to the standard of education of a quarter of a century ago, the Trustees have aimed, to the extent of their privileges, fully to meet the ever increasing requirements in the education of females, in order that those committed to their charge should receive advantages equal to any furnished by incorporated colleges in this and other states.

The object of this memorial to your honorable body, is that the Trustees may be granted the privilege of conferring upon those who have faithfully striven to avail themselves of such facilities as are afforded by an institution of the grade of a first-class college, the official certificate fairly due to their persevering labors and acquirements.

As citizens of New York, jealous of her honor and well-being, your petitioners feel unwilling that the young women of the city and vicinity should be compelled to forego the opportunities which may here be enjoyed, and to leave their homes and responsible friends for more distant and more favored places, in order to obtain such an authoritative recognition.

Your memorialists would save them this discouragement, and so far as possible remove such an obstacle.

We deem it proper to state that Rutgers Institute has, from its organization, owned its real estate, valued now at one hundred and fifty thousand dollars ($150,000). Its philosophical, chemical, and astronomical apparatus, and its library, compare favorably with those of the colleges of the State. It has long been recognized as virtually a college, in regard to its property, its patronage, its collegiate classification, and its standard of learning. We now seek from your honorable bodies the change in its name and powers expressed in the accompanying bill.

H. M. Pierce, LL.D. (President of the Institute),
Edwards Hall, M.D. (Acting President of the Board),
Jeremiah Burns,
H. H. Van Dyck (U.S. Sub-Treasurer),
William A. Darling, M.C.,
Stephen H. Tyng, Jr.,
Henry G. Weston, D.D.,
Charles Cheney (Secretary of the Board),
James B. Burgess (Treasurer of the Board),
William Bushnell,
James Hyatt,
G. Warren Geer,
S. M. Styles,
Moses Chamberlain.

The memorial was further strongly endorsed by the Rev. F. A. P. Barnard, LL.D., S.T.D., President of Columbia College, and by Professor B. N. Martin, S.T.D., of the University of the City of New York.

At a subsequent meeting of the committee, the above memorial, with the proposed bill, was entrusted to Mr. Burns, with the view of obtaining action thereon by the Board of Regents and the State Legislature.

The bill was introduced into the Senate by Hon. Thomas Murphy, and referred to the Committee on Literature, of which the Hon. Andrew D. White, President of Cornell University, was chairman. In due time, having passed successively the Senate and Assembly, and having received the signature of His Excellency Governor Fenton, it became a law April 11th, 1867, twenty-eight years to a day from the original incorporation of Rutgers Institute.

The Bill reads as follows:

"An Act to change the name of the Rutgers Female Institute to Rutgers Female College, and in relation to said College.

"Passed April 11th, 1867.

"The People of the State of New York, represented in Senate and Assembly, do enact as follows:

"SECTION I.—The name of the Rutgers Female Institute, a corporation formed under and by an act of the Legislature of this State entitled: 'An act to incorporate the Rutgers Female Institute in the City of New York,' passed April 10th, 1838, is hereby changed to the Rutgers Female College, by which name the said corporation shall have all the rights, privileges, powers, duties, and liabilities, possessed or enjoyed by said corporation under the first mentioned name.

"SECTION II.—The said College may grant to students under its charge, diplomas or honorary testimonials, in such form as it may designate. It may also grant or confer such honors, degrees, or diplomas as are granted by any university, college, or seminary in the United States.

"SECTION III.—Diplomas granted by the said College shall entitle the possessors to the immunities and privileges allowed by the usage or statute, to the possessors of like diplomas from any university, college, or seminary of learning in this State. But nothing in this act shall be held or construed to give a power to confer any degree or right to practice law or medicine, or any other learned profession.

"SECTION IV.—The corporation shall have all such powers, and be subject to such duties and liabilities, as are applicable to colleges, and are specified and contained in the second and fifth articles of the first title of the fifteenth chapter of the first part of the revised statutes, and in title third, chapter eighteen of the same part of the revised statutes, except so far as the same are inconsistent with the provisions of this act, and shall be subject to the control of the Regents of the University, according to law.

"SECTION V.—This act shall take effect immediately."

In view of the services rendered by the member of the committee to whose care the memorial and the bill were especially committed, the subjoined resolution, unanimously adopted at a subsequent meeting of the Board of Trustees, Joseph P. Thompson, D.D., Chairman, presiding, will express the sentiment of all the friends of the college.

Resolved,—That the thanks of this Board be, and hereby are, tendered to Mr. Jeremiah Burns, for the constant interest and unwearied devotion which he has manifested in regard to the Rutgers Female College; and that the Board feel that to him belongs, in a very high degree, the credit and honor of having developed the plan for the reorganization of this Institution, and of having, by his energy, labor and perseverance, carried it to a successful issue.

As soon as the bill became a law, the President and Trustees of the college deemed it advisable to call a meeting of gentlemen interested in educational movements, from various parts of the State of New York, and from adjoining States, to be present at the inauguration of the new college, and to add the benefit of their advice and support in the responsible work of its organization and adjustment. The following letter of invitation was therefore prepared and sent forth:

RUTGERS FEMALE COLLEGE,
Nos. 487, 489, and 491 FIFTH AVENUE,
NEW YORK, April 11, 1867.

The Legislature of the State of New York having recently conferred the powers and privileges of a college upon the Rutgers Female Institute—a seminary which has for twenty-eight years past held a leading position in this city—the Trustees are desirous now to present their new plans of organization to friends of education from all parts of the country, in the hope of receiving their encouragement and approval.

They have therefore decided to hold a meeting of gentlemen prominent in religious and literary circles, to mark the transition in the character of the institution, to inaugurate its new and enlarged course, and to receive suggestions for its advancement.

The Trustees feel convinced, on many grounds, that the time for such a forward step in the education of women, has now fully come. Not only does the public sentiment of the community demand it, but the whole nation is stirred by the many questions that arise as to the sphere and influence of woman. The Board, therefore, feel that, at this formative period, it is of the utmost importance that the steps taken and the methods adopted, should be such as to influence in the right direction, and in the best and highest manner, the whole system of training for American women, upon whom must ever depend so many of the gravest interests even of society itself.

Under these circumstances, our earnest desire is that, through the present re-organization and extension, this College may be made adequate both to the greatness of its prospective work, and to the wide scope of its influence in the commercial metropolis of the nation.

With this design, we propose not only to enlarge the present curriculum, but at the same time to establish a series of new departments, in which full instruction shall be given in several branches which would be eminently useful in the higher education of women. These departments are—one of Fine Arts, under the supervision of able and prominent artists; one of Mercantile and Banking business, with the general features of our young men's commercial colleges; and one of what might be called Home Philosophy, in which the principles of science shall be clearly and carefully applied to a variety of elegant and important uses in the sphere of domestic life.

The Trustees would be grateful for your co-operation in this movement, and earnestly desire your presence at the meeting, which will take place in the chapel of the College, No. 489 Fifth Avenue, on Thursday Evening, April 25th, at half-past seven o'clock.

The favor of an answer is requested; and should you be unable to attend in person, the Board will be gratified to receive any suggestions that may occur to you on the important subject of educating the young women of our country.

H. M. PIERCE, LL.D.,

President of the College.

Rev. S. H. TYNG Jr.,
Rev. H. GEO. WESTON, D.D.,
H. H. VAN DYCK.
} *Committee in behalf of the Trustees.*

The responses called forth by this circular were of the highest interest to the friends of the college, from their readiness, their fulness, and their warmth. From many gentlemen, well and widely known in pulpits, professors' chairs, literary circles, and official stations, came letters ex-

pressive of an unexpected degree of sympathy and appreciation. It is a matter of much regret that, in a publication like this, it is impossible to give more than a few extracts from the series of responses received at the college, many of which contained suggestions of great interest and of lasting value.

On the evening of the 25th of April, the proposed gathering took place at the college. A number of the invited guests were received by the Trustees in the President's room, whence, after a brief season of mutual congratulation and informal converse, they repaired in procession to the chapel of the college. As the Rev. Isaac Ferris, D.D., LL.D., Chancellor of the University of the City of New York, had been the first President of Rutgers Institute, it was felt by all present that he should properly preside on the occasion.

In the chapel, Rev. Dr. John Todd, of Pittsfield, Mass., Rev. President Smith of Dartmouth College, Rev. President Loomis of the University of Lewisburg, Penn., and President Pierce of Rutgers Female College, took their seats on the platform on either side of the Chairman, while around the platform were seated the Trustees, members of the Faculty, and invited guests. After a voluntary on the organ, Chancellor Ferris called upon Rev. Dr. Todd to open the meeting with prayer.

Dr. Todd then addressed the Throne of Grace in the following words:

> Our Father, and our God, and our fathers' God, we thank Thee for that great and that precious promise, that "if any man lack wisdom, let him ask of God, who giveth liberally, and upbraideth not, and it shall be given him;" and we look up to Thee, the Father of our spirits, and the Father of all lights, and ask that wisdom which we need, and the presence of Thy Holy Spirit to guide and teach us; to enlighten the understanding, to purify the heart and affections, and to lead us in our aspirations, in our conversations, in the business that may be presented and discussed, in the exercises and responsibilities of this evening. We pray God to be with us and guide us; and O Father, if it please Thee thus to honor us, we pray that there may be influences going out from this meeting that shall be for the welfare of our fellow men, for the highest good of woman, for the greatest

advantage of our country, and for the glory of Christ, in the spreading of His gospel, and the building up of His kingdom. Do Thou be with us, and aid us in every exercise and duty; and grant us the pardon of our sins, and the light of Thy face, and the communications of Thy love; and when we separate, may we feel that we have not come together in vain. The Lord bless this institution, and grant that the influences that have gone forth heretofore may be as the "streams that gladden the City of our God;" and the influences that are still to follow, may they be yet wider in their extent, and purer and holier in their effects upon the world. And Lord, wilt Thou grant us Thy guidance while we live; aid us to meet every duty and every responsibility, every labor and every toil; and when Thou hast done with us here, oh receive us to Thyself, through infinite mercy in Jesus Christ, our Redeemer, to whom be glory in the Church forever. Amen.

Chancellor Ferris then proceeded to give a sketch of the past career of Rutgers Institute. He said:

RESPECTED FRIENDS.—The Rutgers Female Institute, with which I had the privilege and the honor to be very intimately connected for some sixteen years, gained a position for itself in the department of the education of ladies, of a most enviable character, second to nothing in our country. Its course was an eminent success, to use the language of the day. Its plan was comprehensive of the whole education of a young lady—that is, it had its elementary department, it had its academic department, and it had its collegiate department. Its juvenile department was intended to train on the principle that has become so very popular within a few years, under the designation of *object teaching*. It took its pupils at an early age, not to book training, but to object training; it aimed by illustrations to the eye, and by oral exhibitions of facts over a variety of fields, to interest the child, and awaken its earnest feeling in behalf of all that was before it in the progress of education; and in this respect it was eminently successful. There was a charm about that youngest department—a charm that was to the parents without an explanation. They have said over and over again to me, "How is it that our children are so infatuated to come to the Rutgers Female Institute?"

This was its first stage. Its academic stage occupied precisely the ground which is occupied by our grammar schools, in all training excepting the preparation of languages; and then its collegiate department, spreading over a period of four years, taught the very studies, and carried its pupils over the same ground, with the highest degree of thoroughness (I speak emphatically, because I think we have the testimony of those who came to our examinations, and visited the school, to warrant what I say), as our ordinary colleges for boys, omitting simply the classical element. Now, in the department of logic, I know of no institution, for boys or girls, (and I have been for the last fourteen years connected with the University of the City of New

York, and I have been connected with the trustees of other collegiate establishments) where the pupils went so thoroughly and understandingly into the matter of logic, and were so able to speak for themselves on the subject, as the girls of the senior department there, under the training of my excellent friend, Dr. West; and there, use was made of the black-board in teaching the dry study of logic, as freely and as constantly as in the illustrations or demonstrations of geometry.

In mathematics, one single case will illustrate the point attained. When Dr. Duff visited this country, we all heard him with peculiar satisfaction and delight. I invited him to make a visit to Rutgers Female Institute. We went into the first department, and what did we see? I shall never forget the expression of Dr. Duff's countenance in its strong admiration, when he said, "I have never seen such a sight before." What was it? There, on the black-board, were illustrations on the one side by one class in analytical geometry, and on the other side by another class in the calculus. "Why," said he, "who is it that teaches these advanced mathematics?" There was the lady who then had charge. Now, that was not an infrequent attainment. I do not know of any class in any institution for ladies, who occupied higher ground, or were more successful, in the course of mathematical study. I know that gentlemen differ as to the value of this instrument, but we found it there a grand auxiliary in training thought,—in training in the great and important work of discrimination and analysis.

Again, in chemistry, I do not know of a college where there is a more thorough course than was given by Dr. West there. One winter's lectures on organic chemistry; another winter's lectures on inorganic chemistry; and the young ladies themselves going in behind the apparatus, and participating in the manipulations, and getting the knowledge which those manipulations would give, in addition to the text; and in the department of natural philosophy, going to an extent which our admirable apparatus enabled us to do, an extent that could compare with any boys' institution. But now this, you see, is a presentation of Rutgers really as a College,—a Female College. It was so; but now it merges, under the earnest and energetic effort of its President, into a college in form and in name, and I trust that there is before it a career of greater usefulness. The particular plans that are to be carried out will be submitted to the gentlemen here present, that they may have a perfect conception of the whole thing, by various persons who have been appointed and requested by President Pierce to prepare papers on the plan; and Dr. Pierce himself will give now to the audience a statement of the curriculum proposed.

President Pierce then proceeded to read an outline of the course of instruction, and of the methods which the Faculty designed to pursue. The paper was in the following words:

With the constant progress of education, and the rapid growth both of our city and of the whole land, the time has come, in the opinion

of the Trustees, for the establishment of a college for young ladies in the city of New York.

The objects which the Board had in view in seeking to accomplish this change, were numerous and varied. The position of woman in this advancing age, is a question which attracts and occupies the thoughts of the ablest minds. In the midst of a great and growing civilization, with all its tendencies to luxury and folly, to extravagance and vice, the right training of woman is surely one of the gravest themes that can engage the attention of the patriot, the philanthropist, or the Christian. The tide of political change, moreover, that has been, and still is, sweeping over our land, threatens to undermine and bear away much that has been regarded as sacred and inviolable; while the great problem of occupation for women, as a deliverance from degradation and woe, has long been one of profoundest interest.

Influenced by these and many other considerations, the Trustees of Rutgers Female College are now engaged in the endeavor to establish an Institution which shall supply certain deficiencies in the female education of the past, and exercise a sound and healthful influence over all who seek its instruction. Their aim will be two-fold, both to elevate and improve the mental training of woman, and also to open, whenever possible, new fields for her employment and activity. By these means they hope to raise her to a higher and nobler level in society; on the one hand, to make her superior to the false and frivolous requirements of fashion, which threaten to degrade and injure the women of America, and on the other hand, to turn the pent up current of her unfulfilled aspirations away from dangerous social and political experiments, to the walks of lofty learning and honorable self-support. It is now their cherished hope that by placing in the heart of this mighty city, a college for women, of the highest grade, a home of solid and varied Christian learning, they may do much for the sex, much for the community, and something for the nation at large.

In many plans that have been proposed for the improved culture of woman, a great and fundamental mistake has impaired the efficacy of the whole. We refer to the idea of making the training of the sexes the same. Apart entirely from the question of educating young men and young women together, the *kinds* of study required are in some respects different, as the functions and spheres of the two sexes are different. The intellectual development must be equal and parallel, but not the same: co-extensive, but not identical. Any system or theory which overlooks this fact, must prove, in our judgment, as unsuitable in the training, as it would be in the conduct, of life.

The purpose of the Trustees of Rutgers College is to furnish a course of liberal instruction adapted to the peculiar sphere of woman. To this end, the design is to introduce such branches of study, and to pursue them with such extent and fulness, that those who have passed through the course will find themselves well furnished for the wants and necessities of the life that opens before them.

The instruction given is designed, moreover, to be parallel with

that of our best colleges for young men, so that the diploma of Rutgers will imply a course of study equal in duration, in thoroughness, and in attainment, to that which receives the Baccalaureate degree in any established institution in the land.

To meet the demands of the age and the wants of the sex, we propose to arrange *two* regular and distinct courses of study; one to be called the Literary, the other the Scientific, course. The curriculum is to be the same during the first two years; but with the third year the option of studies will *begin*; certain elements will however be common to both, through the whole collegiate period.

In the first years, the instruction will be such as is deemed necessary for the foundation of either course, comprising a moderate amount of Latin, Greek, and Mathematics, together with English and either German or French.

Vocal Music is taught in all the departments of the Institution.

In the studies common to both these schemes, there will be about the same amount of Mathematics, Rhetoric, Logic, and the Fine Arts, together with Mental and Historical Philosophy. Moral science and Biblical instruction, including the Evidences of Christianity, are to participate equally in the divergent branches, as essential elements in each.

In presenting a plan of collegiate instruction, the Trustees recognize the necessity of a careful and thorough intellectual training from the earliest age up to the time of entrance into the College proper. They will therefore maintain, first, a Preparatory, and second, an Academic Department, in which shall be developed the rudiments of the branches afterwards pursued in full, and in which the studies and exercises pertaining only to the younger pupils, shall be completed.

In order to give a clearer insight into the system proposed, the most concise method that presents itself is to lay before you an outline of the studies in the Preparatory, Academic, and Collegiate, Departments. Nor do we feel that in thus bringing forward these earlier stages of our work, we are in any degree reducing the prominence which belongs tonight to our highest department. For as the woman is developed from the child, and the child from the infant, so we feel that each step in our higher course depends upon those humbler ones that have preceded it.

At this stage, sir, I would call upon one of our Professors, Professor James Hyatt, to give a little more in detail than I have upon this paper, the course of studies that we have been pursuing, and that, in their enlargement, we intend to adopt in the future. Then I will complete my paper.

In response to this request, Prof. Hyatt made a somewhat extended statement of the proposed arrangements for study, particularly in chemistry and natural history; and explained the methods by which, under the superintendence of competent professors, the several departments would be

systematically organized, so as to have a regular progress in each, from the simplest forms of instruction to the highest, and also to preserve the proper order and progress of connected or inter-dependent branches.

The President resumed the reading of his paper:—

Thus far the regular scheme of instruction and development in the Rutgers College of New York, has been indicated. With necessary and timely modifications, this system has been substantially pursued for twenty-eight years past.

We now propose, in addition to this full provision for both a Literary and Scientific course, to organize several special schools for instruction in artistic and practical branches. At the head of each of these departments we design to place a person not merely competent, but eminent, in the subject of which he has charge; and whose name shall be a guarantee of the quality of the instruction furnished.

In the first place, we propose to establish a department of the Fine Arts. This is a branch which affords to women a most interesting, appropriate, and beautiful field for the exercise of a cultivated taste, and the obtaining of an honorable support. The School of Design for Women, organized in connection with Mr. Cooper's noble Institution, has already been doing an excellent work for the sex, and has afforded to many a young lady the means of securing position and respect. We are most happy in having with us, to-night, Mr. Daniel Huntington, the honored President of our National Academy of Design, who has most kindly consented to prepare for us a paper giving an outline of the sphere of such a school as we propose to establish.

Before dismissing this subject of Art, I have the pleasure of announcing that, by the liberality of a friend, who at present desires his name to remain unknown, we have received the promise of $20,000 toward the endowment of this school, as soon as $30,000 are raised from other sources. In the meantime, however, the interest on the $20,000 from the coming 1st of May, is placed at the disposal of the Trustees.

The recent public discussions relative to the enlargement of the sphere and opportunities of women, have awakened in the Trustees an anxious desire so to shape the course of instruction, as to farther this humane and desirable object in every practicable and judicious way. The subject of a business education for women has been one of careful consideration, but it is a subject fraught with many difficulties. Any plan not thoroughly guarded against errors, might prove deeply injurious. The Trustees therefore retain it, for the present, under advisement, and propose to seek the counsel of ladies eminent for Christian wisdom and delicacy, as well as for a warm interest in the prosperity of the sex. By such consultation, it is hoped that some plans may be devised which will prove of substantial benefit in this direction; and when such

plans are adjusted, the Board will be ready to give them every opportunity within its power, of practical realization. The way, however, does not seem at present altogether open for any extended movement; and we can promise only a kind and cordial consideration of an effort in which every Christian mind must feel a deep and abiding interest.

Both the Board and the public have been conscious of a need, for some time past, of a better and more practical instruction in chemistry and several allied branches, with especial reference to hygiene and the laws of health. This deeply-felt want we are now hoping in some good measure to supply, by the School of Domestic Philosophy. The great founder of our modern system of science, Francis Bacon, says in his Advancement of Learning (B. IV, cap. 2): "The doctrine of the "human body divides itself according to the perfections of the body, "whereto it is subservient. These perfections are four; viz: 1st, "Health; 2d, Comeliness; 3d, Strength; and 4th, Pleasure: to which "correspond as relatives: 1st, the arts of medicine; 2d, those of beauti-"fying; 3d, gymnastics; and 4th, the art of elegance." Under the first of these heads, the art of medicine, Lord Bacon makes three divisions, viz: the preservation of health, the cure of disease, and the prolongation of life. The last head, arts of elegance, he divides into those which appeal to the eye, as architecture, sculpture and painting, and those which appeal to the ear, as music. In this nineteenth century, we can find no better classification, and no higher name, to define our conceptions or to adjust our course.

This fourth great division of the "doctrine of the body," namely, the fine arts and music, we here pass briefly by. Both have been taught in our school during its past career, and neither will be restricted now; while our new and enlarged department of art, is to form the theme of a separate paper by an abler pen.

The new school of Home Philosophy, however, covers almost precisely the three other divisions, the art of healing, the art of beautifying, and the art of strengthening; or medicine, taste, and gymnastics.

We propose a course which shall give to our students the outlines of Physiology, of Hygiene, and of Organic Chemistry, with especial relation to the properties and functions of medicine and food. We then propose scientific instruction in the principles of taste, and the natural history of materials of ornament, as textile fabrics, jewels, precious metals, etc. In the third place, there are to be improved provisions for physical culture and development, although a system of light gymnastics has been employed for some years in the Institute, with much satisfaction and success.

This department will form the subject of another separate paper by Mr. D. S. Martin.

Prof. Charles E. West, of Brooklyn, long associated with Rutgers in its earlier days as Principal, will present to us a paper on mathematical instruction, describing something of our past methods and something of what we hope to do in the future.

The importance of introducing a certain amount of careful classical

training into our female institutions, will be discussed before you by Rev. Prof. B. N. Martin of the New York University.

In regard to Biblical instruction, this is a part of our work which we regard as of most vital consequence. The whole religious and spiritual tone of the College stands intimately connected with the position occupied by the Bible; and if there is one branch that should receive peculiar attention and care, we feel that this is that branch. The Scriptures are at once the foundation and the bulwark of our civilization; and now, in this age of change and progress, when year by year, over the whole world, "old things are passing away and all things are becoming new," a careful, critical, and reverent study of the Bible is indeed indispensable. We would here express our thanks, as an institution, to Prof. Tayler Lewis of Union College, for his admirable discussion of this subject before the last University Convocation at Albany, and we hope to embody some of his views in our new course of instruction. The problems that science raises in regard to certain portions of the word of God, are not to be passed over in silence, or answered with contempt: we need a scientific study of the sacred Scriptures, and a spiritual study combined; and we know assuredly, both from past experience, and from the very nature of things, that the works of God never do and never can contradict His word, "which liveth and abideth for ever."

This department, in our opinion *the one* of highest importance in a Christian college, is under the charge of Rev. Dr. Joseph P. Thompson of the Tabernacle Church. He is not with us this evening, as he has not yet returned from Europe: but his place will be taken in the consideration of the subject, by Rev. Dr. Howard Crosby.

When the President had concluded his sketch of the course proposed in the College, the Chairman called upon Rev. Prof. Martin, of the University of the City of New York, for his paper on "The Classical Element in Female Education." Dr. Martin, on coming forward, stated that he had prepared a discussion of this topic, treating of the importance of classical studies in two respects particularly, viz: their relation to linguistics, and their relation to the natural sciences; but that as the evening was advancing, and as so many gentlemen were present from abroad, whom he, and all, felt anxious to hear from, he would prefer, if President Pierce was willing, to withdraw his paper, so that the meeting might be addressed by others. Consent having been reluctantly given, Prof. Martin waived the reading of his discussion.

The Chairman then requested Dr. Charles E. West, of Brooklyn, L. I., formerly Principal of Rutgers Institute, to present his paper on the mathematical studies of a Female College. Dr. West thereupon proceeded to read his essay.

Mr. President, Ladies and Gentlemen:

Twenty-eight years ago I came to this city, and entered upon the duties of Principal of this Institution. A charter for its organization had been obtained the year before, a suitable edifice had been erected, a faculty appointed, and a course of study adopted.

It was then, and is still, the only incorporated school for girls in the city. Public attention had been drawn to the enterprise, and large expectations of its usefulness were entertained. It opened under the most favorable auspices; and for twelve years did I labor for its growth, giving to it all my mental and physical power. It was my pride and joy!—I thought of it by day and by night! I saw it rise like a full-orbed sun, and watched its progress, as it mounted to its meridian splendor! I then left it, as a father parts with his child, to love and cherish it. It is still dear to me; and I come back to-night, with the frosts of age crowning my brow, but with a warm heart, to witness its coronation and assumption of new honors; and to bid it God-speed in the great work which remains for it to achieve!

Before entering upon the discussion of the topic which has been assigned me, I desire to venture some remarks upon the general subject of Academic instruction. No one need take up a college circular printed fifty years ago, to be convinced that the requirements for a diploma were very small then, as compared with what is now exacted. Such has been the progress of modern science, of natural history in its various departments,—such the progress of logic, of language, and of the principles of universal grammar,—and such the improvement of taste by the study of criticism,—that the college curriculum has been enlarged to such frightful dimensions, without a corresponding increase of time for its acquisition, that the process of cramming has been adopted; and the fear is very generally entertained, that American scholarship has already been dwarfed, and that it is doomed to sink to still smaller proportions. So grave in importance has this subject become, that many of our most thoughtful educators are looking for some mode of obviating the danger, and of securing a broad, sound, and practical education for our youth.

In the light of these reflections, it is of the utmost importance in planning a collegiate course for young women, that advantage be taken of the teachings of experience; that the scheme shall not contain, on the one hand too few, nor on the other, too many subjects of study; that regard be had to those which shall best develop the entire nature, and fit woman for her mission in the world. Linguistics, mental and moral science, physiology and hygiene, mathematics and the natural sciences, the principles of criticism in art, and the canons of style in

composition, as we las political economy and commercial science, including book-keeping, banking, etc., must necessarily find a place in a perfect scheme ;—but in carrying it into practical effect, *it* must be made to yield to the pupil, and not the *pupil* to it. It is neither wise nor expedient that the whole should be forced into the mind of the candidate for graduation, where there is no power of digestion and assimilation ; it is better that the capacity and taste of the pupil be consulted, and that she be permitted to pursue, to the neglect of some branches, those for which she has a talent, and in which, if left to her inclination, she would be likely to excel. What I am protesting against is the running of all minds into one disciplinary mould, and fashioning them according to the Procrustean dogmas of a system, and thereby forcing out the life-blood of the soul, and making *mummies*, instead of *buoyant*, *breathing*, and *joyous beings!* The individuality of the scholar must not be merged. Freedom is her birth-right and prerogative, her charm and glory! This individuality is what we see in all God's works,—infinite variety in unity. Away, then, with what is factitious in the moulding of character! Let the promptings of nature be obeyed, for she never leads astray!

With these prefatory remarks, I desire very briefly to state what, in my opinion, should be the mathematical element entering into a schedule of studies for young ladies. The following is recommended : Arithmetic, Algebra, plane, solid and analytical Geometry, plane and spherical Trigonometry, with their application to Mechanics and Astronomy—in short, the old schedule of the Institute, with the Calculus omitted.

At the opening of this Institution, and before the introduction of mathematics to any great extent into female seminaries, the question was raised in my mind, can women conquer the difficulties of abstract science? Can they take up the higher geometry, and compete with students of the other sex, in our colleges and universities? This was a question of great practical interest ; and in this institution, the solution of it was undertaken and determined. Classes were taken through Algebra, plane, solid, and analytic Geometry, plane and spherical Trigonometry, and the Calculus, with their applications to Mechanics and Astronomy ; and they were examined by Professors of Mathematics from our colleges, whose reports most fully testified to the thoroughness of their discipline, and the extent of their attainments. The proof of their ability in this department of knowledge was settled. I say *settled;* and yet I am free to declare that in the realm of the intellect, woman is not the equal of man,—that when she reaches a certain limit in abstract investigation, she is wanting in the tenacity and grasp of thought which enables man to bridge the great chasms in abstract speculation, such as we see in the works of Euler, Leibnitz, and Lagrange. Woman has done well in science and art ; but in every department of these man has done better. Even in the art of cookery, the greatest of all arts in respect to human happiness, man is her superior. And here, if I may be allowed the suggestion, would it not

be well to include this art in the curriculum of our new College? For if ever a nation was made to suffer, it is by the introduction into American families of the ignorant domestics of the old world, who declare themselves competent to do plain cooking. Heaven spare the race, by sending us Professor Blots, to train our wives and daughters in the chemistry of the kitchen!

In this connection, it is proper that I should cite three women for their mathematical ability—the most conspicuous, perhaps, that the world has ever seen; yet, brilliant as is their record, they were surpassed by their contemporaries and predecessors of the other sex. I refer to Hypatia of Alexandria, Agnesia of Italy, and Somerville of England.

Hypatia, daughter of Theon, was a Grecian lady, who flourished in Alexandria about the year 430 of the Christian Era. She was renowned for her profound knowledge in astronomy, geometry and philosophy, having written commentaries on the Conics of Apollonius, the Arithmetic of Diophantus, and other works, none of which have come down to us. She succeeded her father as Principal of the School of Alexandria.

Agnesia, an Italian lady of the most extraordinary talents and acquirements, was chosen Professor of Mathematics in the University of Bologna, in consequence of a work which she published in 1748, entitled "Instituzioni Analytiche," which was so much admired by Prof. Colson, that he studied the Italian language, in order to translate it into English, under the title of "Analytical Institutions." She lectured in Latin, and was profoundly learned in the ancient and modern languages. Among women, she has probably never had her equal.

The last of the trio, Mrs. Mary Somerville, is a Scotch lady of great excellence of character, and is distinguished for several works, the principal one of which, perhaps, was her first work, a summary of the "Mécanique Céleste" of La Place, under the title of "Mechanism of the Heavens," a work wanting in originality, yet exhibiting her ability to interpret the profound geometer.

These three ladies, then, may be cited as representative women; yet, when we place them by the side of the great lights of science, their brightness pales. Before the time of Hypatia, Thales had appeared in Greece, and given an impulse to the study of geometry, physics, and astronomy. Pythagoras of Samos had improved every part of mathematics; Diophantus had written thirteen books of Arithmetic, and Hippocrates his Elements of Geometry; Aristeus had composed five books on Conic Sections, Pappus his Mathematical Collections, Diocles his Cissoid, Euclid his Elements, Archimedes his Quadrature of the Parabola and his Treatise on Spirals, and Apollonius his Conic Sections.

The immediate predecessors and contemporaries of Agnesia, were Cardan, Harriot, Vieta, Descartes, Pascal, Huygens, Fermat, Wallis, Newton, La Hire, Euler, the Bernoullis, Leibnitz, Roberval, Barrow, Lagrange and d'Alembert. While, as the peers of Mrs. Somerville,

we may rank La Place, Monge, Lacroix, Legendre, Puissant, Poisson, Gergonne, Sylvestre, Adams, Leverrier, and many others.

Although we do not accord the highest place in the realm of intellect to woman; yet, there is a *higher* realm than that of intellect, in which she reigns as queen—the realm of the sentiments and the affections. Here she has no rival. Hence the delicate office of conducting this part of her education.

And here, I am tempted to give utterance to some reflections that may not seem germane to the duty assigned me on this occasion, and yet it is pertinent to the spirit of this convention.

In this age of excitement and, if you will, of progress, it is not extraordinary that, of the many schemes for the improvement of the sex, some should prove visionary and injurious. The desire for improvement is not only natural but commendable. Civilization itself is nothing but the flower and fruitage of humane aspirations. Now, that our great civil war is over, the question of reconstruction is agitating the minds of statesmen and of all thoughtful persons. The Legislature of this State has passed a law appointing a convention for revising the State Constitution. One of the candidates for the office of Delegate, the most popular of American preachers, declared from his pulpit on the Sabbath previous to the election, that he was in favor of universal suffrage, without distinction of color or *sex!* This declaration brought down the house with applause!—a fact of some significance, for it shows that popular enthusiasm, like a pendulum, vibrates between extremes,—that when it has reached either limit of the arc, it will, obedient to its own law of gravitation, retreat toward its opposite! It is to be hoped that of the crucial experiments of the times, the elective franchise of woman will not be one. Far be the day, when the caucus and the hustings shall be the altars on which shall be sacrificed all that is gentle, beautiful and graceful in woman!—when our council chambers and halls of legislation, our pulpits and courts of justice, our commercial markets and agricultural domains, shall witness the strife and the toil of the aspiring and belligerent sexes!

I have already indicated the topics of mathematical science which should form the curriculum of a college for young ladies; and I have also stated how important a part my curiosity played in determining the ability of girls for the study of abstract science. I may unwittingly have been the cause of distress to thousands of the sex, who are now compelled to study what is distasteful, or, perhaps, unprofitable to them. If I have done them wrong, I will not act like Doctor Sangrado, who kept on bleeding, and did not like to confess his fault, because he had written a treatise on bleeding; but will make amends, by advising that those who have neither genius nor taste for mathematical studies, be permitted to take a minimum, enough to make them at least respectable arithmeticians.

In conclusion, I congratulate Rutgers Female College upon its flattering prospects; and wishing it success in the new sphere upon which it enters to-night, desire that it may be but one of many in the

land, which lifting their turrets heavenward, shall declare one to another in glad acclaim, and echo from every mountain top and along every valley, that "the morning of the long expected day of liberty for woman has dawned—the hour of her visitation has come—the long night of her captivity is ended!"

At the close of Dr. West's discussion, the Chairman called upon Mr. Daniel Huntington, President of the National Academy of Design, requesting him to present some views on the organization of the School of Art. Mr. Huntington, however, stated that although he had prepared some plans for the organization of the school, he had not had the time to perfect the scheme as he desired, and would prefer to present it to the Trustees in a completed form, in the course of a few days.

The next topic of the evening was that of the Biblical studies in the proposed course, which had been committed to Rev. Dr. Howard Crosby, for discussion. The President and Faculty of Rutgers would here acknowledge their deep indebtedness to Prof. Tayler Lewis, of Union College, for his admirable essay entitled: "A Knowledge of the Holy Scriptures an Indispensable Element in a Liberal Education," read by him at the last University Convocation of the State of New York, held at Albany, in August, 1866.

Rev. Dr. Crosby then said:

I owe an apology, Mr. President, to you and to Dr. Pierce, and to the company of gentlemen who are here this evening. I told Dr. Pierce, when he kindly waited upon me, and asked me to take this matter upon me,—I told him that I should be utterly unable to prepare any paper, or indeed to prepare my thoughts in a proper manner to lay before a company so distinguished as this; and I supposed that at the close of the meeting this evening, I might say a single word or two in reference to the subject of Biblical Instruction. As you call upon me now, I can simply throw out the matter, as it lies upon my mind, before you, and apologize for the very crude way in which I shall do it.

I am rejoiced to see this movement. It is a great delight to my heart. I feel that it is needed every day; and I have always recognized this Rutgers Female Institute — now College — and its daughters, the schools that have grown out of it, as being among the few schools in this city that really do justice to the cause of female education.

I have never seen any reason for believing for a moment that the intellect of woman is in the slightest degree inferior to the intellect of

man, or that it is to be treated at all in a different way. I fully believe that the processes of her intellectual, as of her moral, education, are to be precisely the same with those of man. When you come to her special sphere of duties in life, then you come to the department of technics, and there, I grant you, a different prescription is necessary. It may be very proper, I believe it is very proper and very just, that ladies should understand the particular art of book-keeping, for example, but that is a technic; I do not consider that as one of the elements of education. It is a technic, and properly should be in the *curriculum*, as is suggested, but when it comes to the great treatment of mind, developing the faculties of the mind, and developing the moral faculties, I never could see the slightest reason for making a different course of instruction for the one sex from that of the other; and I am rejoiced when I see a movement like this, which, although perhaps in some of the published statements, disagrees with this position of mine, yet is practically taking the same ground. I think what the Rutgers Female Institute has done in the past, is doing now, and is about to do, according to the plans, is just this: it is recognizing the fact that men and women have minds exactly alike, and that they are to be treated in the same way. If Latin is good for a man, it is good for a woman. If Greek is needed to train a man's mind, Greek is needed to train a woman's mind. There is no reason why one should have it more than another, unless in the technical life, or in the professional life, whatever that may be, it might be more available or more necessary in the one case than in the other. Then comes an argument that may be of some value.

Now, what is the condition of women in our city to-day? Where are the women who lead society? What is the great lack in them, and how is female education to touch them? It strikes me that the great lack—and the same is applicable to the male sex, only perhaps with some modifications—the great lack with the women of New York to-day is, the want of a true economy: economy, I mean, in its largest sense, a frugal use of money, a frugal use of mind, a frugal use of all advantages; and the reason why this economy is not comprehended and used by woman is, that she is not taught from the start the great moral duty of caring for others; but, on the contrary, she is educated by society simply to care for herself, to indulge herself. All that wealth is doing, and high position, in New York to-day, is to make woman selfish; and if you make her selfish, you are destroying all her notions of economy, in the broadest sense of the term. Now here comes in the Bible; here comes in the importance of Biblical instruction. If there was no religion in the Bible at all, it would be the popular text-book of the whole world. Where can be found so condensed, history, philosophy, literature, as in the Bible? It is only because of religious prejudice, of religious fear, that the Bible has not been made the text-book, the main text-book, in all schools at least where the Christian religion is sustained. Not only is there the outward power of the Bible; not only does the Bible furnish us with

land, which lifting their turrets heavenward, shall declare one to another in glad acclaim, and echo from every mountain top and along every valley, that "the morning of the long expected day of liberty for woman has dawned—the hour of her visitation has come—the long night of her captivity is ended!"

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the great warp on which we can weave all history; not only does it furnish us the only back-bone of history that we have—for what should we ever make out of Manetho and Sanchoniathon, if we had no Bible? History would not know what to do with them, or where to put them. Not only does the Bible furnish us the warp upon which we can weave all history, and attach all the studies of science; but when we come to the great moral element which is so lacking in this country, the Bible is the book, in its study, which is going just to supply this very deficiency, and give every student a plan of life, in which plan of life will be this great law of economy, founded on just the reverse of selfishness, founded on the great law that "I am going to live for others." We are going to get just that from the study of the Bible in schools, and I may differ a little from the prospectus that has been given us in this regard. I do not believe in teaching theology; I do not believe in teaching the evidences of Christianity at all; but I believe in teaching the Bible, and making the Bible a study from beginning to end; letting the mind of the student be immersed in the Bible; letting our daughters absorb the Bible, and they will have enough of the evidence of religion and enough of theology, without making these special studies, in my estimation. But I believe that Dr. Pierce and his coadjutors are looking now just in the right direction. I was delighted to see the emphasis that he put upon this matter of Biblical study; and in regard to the future career of Rutgers Female College, I believe this is going to be the very rock on which the institution may rest for its firmness. I believe that it is just through this that he will find all the rest of the edifice stand secure.

I owe an apology, as I said on rising, for the very crude way of bringing forward sentiments, most of which are now held by all, and some of which are, perhaps, a little heretical, and I will sit down.

Remarks were then called for by the Chairman from several prominent gentlemen. Rev. Asa D. Smith, D. D., President of Dartmouth College, spoke as follows:

I have no expectations, Mr. President, of occupying any considerable time this evening—certainly none of doing anything more than of expressing my gratification at the position which this Institution is about to assume—a position which, as you have well said, sir, is not new essentially, but only formally; not new so much in fact, as in the fuller presentation and expansion of the fact, as you yourself set it forth this evening.

I say I am gratified at the attitude this Institution is about to take. I cannot forbear to refer for a moment to its past history. About four years after I came myself as a Christian pastor to this city, the foundations of this noble Seminary were laid—laid largely by the hands of the honored President of the meeting this evening. I recollect the interest that was felt in its establishment, and I well remember how, after having pursued its career of usefulness for

a considerable number of years, in consequence of the change that was taking place in the residence of the inhabitants of the city, the question arose, shall it be transferred to this position? There was a great deal of solicitude in regard to the settlement of that question. It was settled, and settled most happily; and now here this evening, we are present at the coronation of the Institution, as it has been fitly called. We are here to consider the expediency of its assuming the very highest position that any Institution of the kind can assume, in relation to female education. I will not occupy much time in speaking of the particular points that have been raised. One or two things I would say, however. In the first place, in regard to optional studies, I entirely concur with my friend Dr. West, in the opinion that it is well to give a degree of freedom to mind—to mind in its processes of education, and to mind in its pursuits subsequently to the completion of the course of education. Spontaneity is an essential point in human effort. Yet it seems to me that the Trustees are wise in proposing a curriculum. We must have some general course—Dr. West will agree with this undoubtedly—although within the limits of that course it seems to me that there should be, to some extent, option allowed.

I do not disparage other studies, but the very loftiest, fullest, most perfect development and culture, I think will not be attained without classical study: and, as my friend Dr. Crosby has well remarked, if Latin and Greek are good for gentlemen, they are good for ladies. Yet let the option come in in reference to what is called the scientific course. We have such a course in the Institution with which I am connected, and it is a very thorough and a very useful one, and I am glad that a similar plan is to be adopted here—a course in which natural sciences shall be pursued more largely. These different departments have their special usefulness; and while I believe that the study of the ancient classics tends to the culture of the mind in regard to nice discrimination, in regard to careful induction—that induction that is necessary in determining the meaning of words as they present themselves, in resolving sentences into their elements, in ascertaining the import of sentences, and progress in ancient classics; in other departments, we have the culture of other faculties, other lines of thought. Each department has its peculiar advantages, and I would say, let those who are inclined to pursue a scientific course have the opportunity of doing so: I believe it will be for the advantage of the Institution that there is this option.

In reference to the study of the Bible, I would concur with what has been said, most fully. I might, perhaps, not perfectly agree with the remarks that have been made in reference to the Evidences of Christianity; and yet, perhaps, I might. I suppose Dr. Crosby refers to the dry technical form of presentation, in distinction from the more vital exhibition of the subject. It seems to me that there may be a proper presentation, even in a scientific way, of the Evidences of Christianity in a systematic form; and it is desirable to have such a presentation; yet I would have it vitalized—it should be alive with the

spirit of God's word, and that I suppose would meet the views of the gentleman who spoke upon that subject.

In reference to the different faculties of the sexes, I am inclined to concur with what has been said, somewhat with what has been said on both sides of the subject this evening. (Laughter.) It is one of those questions on which, as Jefferson said, "we are all Federalists and we are all Republicans." Perhaps there may be a question whether the aptitude of woman is equal to that of man in regard to the sternest grasp, in regard to the highest exercise of strength. Possibly there may be some question there, but then let it be remembered that in those past times referred to by Dr. West, woman was considered rather as the mere slave of man, the plaything instead of the companion. She was not supposed to be capable of elevation and culture, and none were inclined, or almost none, to give her the position in society which we now gladly award. I think the wonder is, under the circumstances, that he could name three so distinguished in these departments of thought as those he mentioned. The wonder is that there were so many, rather than that there were no more. I must say that where the studies of ladies have fallen under my observation, I have found it difficult to see much advantage, even in regard to mathematical studies, on the side of the gentlemen; and yet if we can concede a little here, how much do we concede in that other department—in the æsthetical department, the affectional, moral department? If there is a little gained on the one side, it is fully made up on the other. There is only one other point that I would suggest. I have been in the habit of saying to young gentlemen that if any of them had no particular aptitude for mathematics, and did not like to pursue that study, that was just the part of their intellectual being that needed to be developed,—you should take the greater pains. Now, if this be true, and I will say in regard to ladies that there are some particular directions where their natural tendencies are not quite so strong as those of gentlemen—perhaps that is a reason why they should be cultured in that direction, that they may be fully developed; while at the same time, I would allow the play of spontaneity here, as in other relations.

I will only add, Mr. President, that I do heartily congratulate Rutgers College, Rutgers Female Institute, with which there are such delightful associations—about which cluster such precious memories—on the prospect that has now opened before us.

President Smith was followed by Rev. Dr. Todd, of Pittsfield, Mass.

Mr. President, I have have had the honor of being the Secretary, or the President, of the Board of Trustees for a young Ladies' Institute—College, it might be called—for the last forty years; and though my views may not agree with those of the gentlemen present, it is possible that my observation and experience might be of some little use;

and if in what few remarks I am going to make, I shall seem to want in gallantry, or in that high respect which I am sure I do feel for the other sex, I wish the gentlemen to remember that I am a plain countryman, come down from the mountains, and I do not know that I know how to talk before a New York audience. I would say, however, that if I am not right, everybody says that my wife made me, and if I am not made right, the woman is to blame. (Laughter and applause.)

On the question of the equality of the sexes,—in some things we are equal, and in some we are not. That is not a very wise remark either. (Laughter.) Woman in the early advances of her education, in her studies in acquiring languages or mathematics, up to a certain point is equal to man. She is quicker;—some of the best scholars I ever saw have been women. But woman is made with a peculiar organization. It is not in the mind that she fails,—it is in the body. That refined organism in which God has placed that mind, will not allow her to bend down, and muddle, and work and moil over her studies, year after year, as we men can do and have to do. She was not made for that. I have seen the pressure laid upon her in our Institute; I have had daughters educated there, and I may, sir, be allowed to say, that I have never seen any recitations superior in Greek or in Mathematics to those of my own daughters. But it killed my children. They never have had health, and the brightest one, brighter than I can describe, was crushed,—till she went down to the grave under the process. I did not then know but what the organization of a woman would bear as much as that of our sex; I know it now, and I am perfectly satisfied on that point.

You will understand, Mr. President, that in our position now (and it is one which I think this meeting is little aware of—perhaps I am not modest enough, but we can not have too high a conception of the position in which we stand), the influence that is to be exerted by this meeting upon the College, is to make it an example, after which the schools of the land will be modelled. It ought to be adjusted, therefore, with great care. We live in a transition age, and the question now is throughout the land, "what shall we do for woman?" Some say, "let her vote." Two states are now submitting it to the people whether woman shall go to the polls, and they probably will try the experiment. Not only so, but we are in an abnormal state: I am speaking for New England now. Our young men there grow up, and come to New York or go West;—we do not keep them, do not expect to keep them. The consequence is that there is a vast number of females left who are not married, and never will be married. (Laughter.) It is not because they are not as lovely as any rose that ever grew in mine or anybody's garden, but because there is nobody to marry them. (Laughter.) There is the point I want you to look at.

It is very certain to me that woman cannot do the hard work of the world. She cannot dig our ditches or our coal. She cannot be a sailor, she cannot chase the whale;—she cannot do the hard labor of

the earth; that is laid upon man. It is laid upon him to earn and create property, and create that which becomes houses, and food, and clothing, and education. The question is now submitted: "Shall we encourage this woman's voting?" Well, it seems to me rational that if our sex have got to earn and manage the property of the world, the commerce, and other things, alone, it is no more than right that we should select our rulers and manage the politics of the world. But that is not the principle. There is a principle that lies deeper than that, to which I will refer in one moment. Now what is the sphere of woman? Is it to vote? Is it to go to Congress? Is it to be clergymen, lawyers, and the like? What is the sphere for which God designed her? It has been said here to-night that in certain departments she has never excelled. Now it is on that point that you will accuse me of wanting gallantry. I say she can not excel in hard study from year to year; her organism will not allow it. Her mind is as good as ours,—perhaps quicker, from the very sensitiveness of her nature; but she can not bear it,—it will crush her,—it will kill her. The young ladies of Holyoke Seminary have suffered immensely from the pressure that has been laid upon them in that respect. She can not excel in Mathematics. There has been one mentioned here to-night, distinguished, but how many could be mentioned in the history of the world?

Well, you will say, perhaps, Mr. President and gentlemen, "you put her down very low." I do not, I do not. There is a sphere for which God created woman (and there is not a higher sphere this side of heaven), and that sphere is to take the world, the human race, in her family, in her arms, under her eye, and teach and stamp its character for the first twelve years of life. They make the race: the glory of woman is in her home, in creating and educating the human family. (Applause.) God has wisely and mercifully given her that responsibility, and put us in her hand till that age; and you and I to-night are just what our mothers made us when we were children. Her character is stamped upon our character here to-night, and that is her real sphere. Now, then, if you say you will educate woman and bring her forward to fill our stores and our banks with clerks, to be good book-keepers, good salesmen, you will provide in that case for a part. You can not take the seventy thousand that we have in Massachusetts more than there are men, and provide for all of them. But supposing you have educated ten thousand and you put them into our stores in New England and in New York, what is the result? You drive out ten thousand young men to go West and South, and leave us; and that will leave ten thousand less families in the next generation. (Laughter and applause.) In proportion as you take that step, you drive out the young men.

It is in this point of view that I want this subject looked at, at least in part. It is, moreover, a point so important as to embrace, not any single department merely, but almost the whole education of woman. I want her educated to feel that the highest glory of woman is the paradise of home; and if you take her out of that paradise, and

try to make a man of her, and make her wrestle as we do in the rough places of earth, you destroy her symmetry, you destroy her beauty of character, you destroy her influence, you destroy human reverence for her. What I want then is to have it impressed upon this Institution, and upon every Institution, and upon every woman, that they should be trained to make homes, to educate their families. There are a million of people in Massachusetts, twelve hundred thousand—six hundred thousand females of course, and more. There are more than that, because we have sent off our young men. Now you need to plan your education for one-half of the community, not for the few that we can't supply with husbands, and try to open a negotiation with Oregon to take them. (Laughter.) We want to have you care for the five hundred thousand, the greater part of whom are to become the heads of families. I would say as Bonaparte did when Madame De Staél asked him what France needed more than anything else, "Good mothers, good mothers." That is what we need, and they will do more for our land than all the politics, than all the plans, than any and every other thing, in my humble estimation. If this Institution will look to that point and guard it, and feel that, when this Institution is full, and is sending out its graduates, they are going forth to be heads of families, capable of instructing, guiding, and blessing, their homes, then this Institution is and will be a great blessing. Educate woman just as highly as you please, but keep that in mind, that she is made not to go out into these places and struggle for mastery there. She was made to be the former of character, the creator of the human race, a guide and a blessing to the human family.

Last week I attended a funeral. There were five sons; we all understood perfectly well that there was the mother's hand; we knew the mother. One of those sons stands at the head of your bar here in New York; another is prominent as an editor, a remarkable mind; another is a remarkable engineer; another sits on the Supreme Bench of the United States Court, and another is the President of our Senate in Massachusetts. There those sons were; it was the mother that made them, and the mother that stamped her own beautiful character upon them; and the youngest bears the likeness of his mother. It was his hand that sent that magic shuttle across under the ocean's bed that weaves the two continents together, and that is weaving the woof of amity and love between nation and nation. (Applause). Is not that honor enough for a woman? Is not that glory enough for a woman, to be the mother of such a family? And in plans for education I beg that you will bear in mind that the mission of woman is to create and educate the human race for the first twelve years of its existence. (Applause.)

Reverend Stephen H. Tyng, Jr., in behalf of the Board of Trustees, then presented a series of letters from gentlemen in various parts of the country, received in response to

invitations to attend the meeting. These letters will be found in the Appendix to this volume. President Loomis, of the University of Lewisburg, Penn., then said:

At this hour of the evening, I do not feel at liberty to occupy more than a very few moments. I should be unwilling to do even that, but for the interest I feel in the occasion, not simply as advancing one of the female seminaries of the country, but from its relation, as has been expressed this evening, to the others, as a type, and as a measure calculated to give form to the general plan of female education in this country.

Rutgers Female Institute has been long known most favorably, and this is therefore, as I suppose, simply a progress, no new creation, but an advance upon what the Institution has been in the past. I have raised the question why the large powers that have now been given to this College by the Legislature of this State were not given many years ago. And I can see no reason, except that education, like everything else connected with our race, is a progress, and the time had not come. But I believe that the powers now granted are such that, with our present views they render it capable of meeting all the demands which can be made upon an Institution intended for the education of women in our land.

The question then which has occupied the attention of this audience this evening is, what shall be the course of study? I do not suppose that with all the opportunities of free selection, it will be possible to carry on successfully the education contemplated here without a curriculum. There must be much scope for guidance on the part of the teachers. The remark certainly was a truthful one, that the very studies which pupils are least inclined to, are often the ones which they especially need. The choice, therefore, cannot be given altogether to the young ladies who shall be here taught. There must be a prescribed course of study, and one that shall properly task, and, therefore, properly cultivate the mind. Innovators have been always proposing changes, and the abrogation of the old land-marks of studies. Several of the colleges for young men in this country have been commenced with the avowed purpose of abandoning the study of languages and resorting to practical studies (as they have been called). I believe, Sir, there is not one college, now in successful operation, that has not abandoned these innovating notions, and asserted that a course of classical study is absolutely essential for the proper culture of the great mass of mind. I have no doubt that such will be the great conviction, and the course in future years, of this College.

I am rejoiced moreover to find that there will be a variation, that when teachers find that particular pupils are unadapted to a particular course, and have special adaptations which ought to be cultivated, for some other, such courses have been provided for them. I do not regard it as a matter to any considerable extent, placed in the hands of the Board of Trustees of this College—to define the curriculum of

study. A course that would have been appropriate fifty years ago in this country in a female college, supposing such a one could have existed, would be entirely inappropriate now. The condition of the country, the state of progress made, the degree of attainment to which education has been carried, in a great measure determine that. It would be folly to attempt to carry a course of study very much beyond what public opinion would justify. It is the duty of those who are in charge of literary institutions always to be somewhat in advance of public sentiment, and thus to lead it, but they ought never to create it. I suppose, therefore, that the course of study adopted here will be one suited to the degree of general attainment, at which this community has arrived.

If there is any one special object to be attained over every other, it would seem to me that it is the furnishing of facilities and encouragement for a high degree—I will not say the very highest—but for a high degree of culture to the very largest number. It is somewhat different with young men from what it is with young women. Our young men are all pressing forward to active life, impatient of the restraints of the school-room, anxious that years should pass rapidly away, and often so far dissatisfied that they abandon their literary course and enter upon practical life. It is less so with women. There is opportunity in almost all cases for her to acquire that development of mind, that discipline, and especially those forms of culture which are peculiarly appropriate to woman, and which fit her for the sphere which God has designed her to fill. It should be the purpose, therefore, to give to the largest number, to the largest possible number, the advantages of high and generous culture.

The particular studies which are pursued are matters of the smallest consequence. Those who have been largely engaged, and for long periods of time, in the training of young men, attach least importance to this course or that. The great point with them is to attain the end, to secure the mental development, to secure the power of concentration of thought, of investigation. So it is with woman in all these respects. I see a bright prospect before this College. There seem to be opportunities of the very highest usefulness over the sex that is to be educated here, and for reaching a very large number.

I may be permitted, Mr. President, to allude to another single point, and only for a moment. It is not simply the organization, it is not simply the large number of friends, that give promise to this institution, but it is the character of those who are engaged in its Board of Trustees and its Board of Instruction; and I feel great gratification in the fact, and it has afforded me gratification for some years past, that the gentleman so distinguished as an educator has been placed at the head of this Institution. I feel great confidence with him as the President, and with the distinguished coadjutors associated with him, that the Institution is designed to reach a point of attainment and of usefulness very much beyond what it has ever yet attained. (Applause.)

The Chairman then said that he could not close the meeting without hearing from Professor Guyot, of Princeton.

Professor Guyot, on coming forward, said that his own views coincided very much with those of the last speaker (President Loomis), but that he desired to speak somewhat of the possibility of improving the general methods of instruction. The first thing in education is to know what is to be done, the end which is to be attained, and then to shape the means to the end. Doubtless the methods of training employed are not always those best adapted to attain the end. Without desiring to dwell much on this subject, Professor Guyot said that he simply wished to draw attention to one point—which might be in one sense useless, because it seemed as though the methods of instruction at Rutgers were just what they should be—but nevertheless, in his view, knowledge might be attained in a much shorter way than it is now, by simply improving the methods of teaching, and keeping before the mind the great object, viz—to cause the pupils "to learn how to learn." When this main point is attained, viz—of learning how to learn, then the power is gained of going on further, and of shaping life according to the needs of acquisition.

The Professor then proceeded to show how the ordinary modes of instruction might be thus improved.

"The principal point, it seems to me, is to continue in later stages of education, the courses which have been described by Dr. West and President Pierce, as employed simply in the first part. I do not mean merely object-teaching, for that is only a name after all; but what is essential is to put the mind in direct relation to things—to the object to be learned. The mind should be trained to *grasp* knowledge. Everything in the human mind, as everywhere else in Nature, is order. Life is an organism, a thing which grows, and which always implies activity or inward force, which is applied to external objects.

"Now, without a full assimilation of knowledge thus acquired by our own activity, we cannot truly know anything. It is well known, as you are aware, that knowledge is not memory. Memory is a repository, a treasury, if you please, but this is not knowledge. We must not only absorb food, but we must digest it; and in the mental

powers, memory answers to the process of absorption, but this does not suffice for knowledge. The mind must grasp an object of thought, and work it up, and then the mind is fed; but until this process is gone through, we might almost say that memory is useless. What is the use of remembering a fact, a thought, or an abstraction, if it has not been digested by the mind? Beginning by memory, instead of finishing by memory, is simply reversing the order of nature. Beginning by understanding, by having a living knowledge of the object, and then remembering—that is useful knowledge; because it furnishes food for the mind, for the heart, for any faculty that we wish to develop, and because it is a step toward the next acquisition. Now these living methods, these intelligent methods, these are the great and important things in education. They shorten the process of education; they gain time and save time, and they likewise give interest; and when interest is awakened, it enkindles the desire of knowing. The student feels that his mind is active, and that by this activity he has gained something. If we only look deeply, in this intelligent manner, into one corner of a subject, that is already enough. In every department of science, in every department of knowledge, the point which ought to be kept in view is to go deep in one place; and if we only have right living teaching, living knowledge, even a little to educate and develop the mind, it gives strength to the mind, and power to acquire more knowledge. As soon as this is done, the great end of education is achieved."

This view Professor Guyot proceeded to illustrate from his own experience, remarking that he had early acquired a full and familiar knowledge of the flora of his own country, Switzerland, by personal observation and study; and that this knowledge had enabled him to understand and appreciate botanical reasoning and researches in all other countries, without his own minute investigation.

The Professor then spoke of the development of the affections and of the moral nature, dwelling upon the importance of moral training, and upon the fact that the same principles that he had advocated in regard to general knowledge are equally true in this department also. The child must be taught to act for himself—must have his self-activity developed. Only thus, in any department, can he get education or gain knowledge; which then retained by memory, becomes a living power in the mind.

If these principles are remembered, the Professor said

n conclusion, they will greatly shorten the process of education, and will prove always fruitful.

At this point Rev. Dr. Todd asked if it would be in order to introduce a resolution. The Chairman replied that it would.

Dr. Todd then read the resolution.

Resolved, That recognizing the high standing and long usefulness of Rutgers Female Institute in the past, this meeting rejoices in its proposed enlargement and advancement under an enlarged name, and has the highest confidence that its future usefulness will be commensurate with the largest expectations of its founders, benefactors, and friends. (Seconded.)

Dr. Ferris then stated that there was present a gentle man from whom all would be happy to hear—Mr. J. George Hodgins, LL.B., of Toronto, Deputy Superintendent of Education for the Province of Upper Canada.

Deputy Superintendent Hodgins then addressed the meeting.

Mr. PRESIDENT, LADIES AND GENTLEMEN:—At this advanced period of the evening it would be unsuitable to occupy your time for more than just a few minutes. It has afforded me the utmost pleasure, sir, and satisfaction to be here this evening; and though it was at some inconvenience to myself that I consented to come from Toronto to take part in these proceedings, I nevertheless feel, sir, that I can scarcely leave this hall without expressing my hearty concurrence in all that is proposed to be done in this Institution under its new organization. It may be proper not to pursue it further, but simply to mention to the gentlemen here what we have done in that direction in the country from which I have come.

For the last twenty years we have labored very quietly, but very assiduously, to build up in that Province a system of public instruction which should embody in its general features as many of the excellencies of the American system as we could possibly attain; and also many excellencies of the European system, with which, probably, we were more acquainted from our European connection. We are indebted to Germany for our system of normal schools, which, of course, is introduced into this country, and very largely developed. We are indebted to this State for the system of public instruction which we have; and we are primarily indebted to Massachusetts for a method which, I think, we have more fully elaborated, for the taxation of the people by themselves for the support of public instruction. We have tried to combine these things, and under the culture we have been

able to bestow upon them, they have produced good fruit, that would gratify the promotors of education. But the system of government which we have is so far different from yours, that we have been enabled to embody some features in our system of public education, to which, if you will allow me, I will refer for two or three moments. We do not, of course, enter into the general question as to the peculiar excellency of either one system or another, but I refer simply to one feature of the system that we have there, the permanence of the gentlemen who are appointed to office, which depends entirely upon the manner in which they discharge the duties of those offices. The gentleman who is at the head of the department of Public Instruction, and whose name is a household word in the Province, has held his position uninterruptedly for the long period of twenty-three years, and I have had the pleasure of being associated with him from that period to the present time. He has elaborated that system, and we have endeavored —those that have been associated with him, myself and a number of other gentlemen—to carry out its details. As you can well understand, sir, a gentleman who devotes his whole time and attention for the best period of his life, will most likely elaborate his system ; while in many of your cities—I don't pretend to say in all of them—owing to the changes in the department of Public Instruction, you have suffered a serious loss. A gentleman appointed to office, under an elective system, is not able to carry out his views to that perfection that we have attained—and I say it with all humility and deference—in the Province of Upper Canada.

One or two features I may illustrate in this way. The number of months during which our schools are now regularly kept open from year to year, is in excess of any State in the American Union. The common schools of Upper Canada are kept open upwards of eleven months continuously during the year. Our municipal system is so highly developed there, that we have been enabled to combine the municipal element, the trustee element, and the government element, so completely that ample funds have been furnished to place these schools on a most efficient footing. At the same time, the system is so popular that, with one solitary exception in the whole of the Province, the various counties have unanimously adopted it, and applied abundant funds to keep those schools in permanent operation during the long period to which I refer. The number of children attending school is larger, probably, in proportion than in many of your States—I will not say all. Another feature is this—with us the salaries of the teachers are considerably greater than in many of the more advanced States in this Union ; and unless you place the teachers in a position that will relieve them from all pecuniary embarassments, you will find that they will materially deteriorate. Now, as you are all aware, we are about entering into a new state of political existence ; and we have the satisfaction of merging ourselves into that new confederation, with a system of public instruction of which we are not only not ashamed, but of which we are highly proud.

I will now refer to that particular feature which is connected with the meeting this evening. In addition to the common schools of the country, we have elaborated a system of grammar schools, which are not equivalent to your grammar schools here, but are more like the Latin schools in the city of Boston. That is, the Latin and Greek languages must be taught in these schools, and every pupil admitted must go into the study of classics. Their success has been so marked that, contrary to expectation, the applications for admission to them embrace a large number of the girls who have been educated in the common schools, but who are anxious to pursue their studies to a greater extent. They have an institution more particularly designed for them, not sufficient, however, to give them the requisite education, and hence the schools designed entirely for boys, have been besieged by these girls for admission, in order to get the advantages of these higher classes. We have, I am happy to say, not only a number of most excellently provided schools, but we have two colleges; one especially for the education of young men, and the other for young ladies and gentlemen, so that we are not entirely deficient. But I mention this as an indication of the feeling in regard to the promotion of higher education in the Province of Upper Canada.

I will not detain you any longer, but will express again the warm pleasure and satisfaction which I have had in being with you here this evening, and bid you "God speed" in this admirable institution. So far as anything I may say in regard to that resolution, sir, I second it most cordially and heartily; and as a stranger from Canada I thank you, sir, and the gentlemen and members, for the attention with which they have listened to my remarks. (Applause).

President Pierce then said:

Before breaking up I would state that two very valuable papers have been prepared, which have not been read to-night. They will, however, be kept by the Board of Trustees of Rutgers College, and we shall consult them. I refer to Prof. Martin's paper upon the Classical Element, and also to that setting forth the limits and the sphere of our Home Philosophy by Mr. D. S. Martin. I regret, also, that our time has been so limited that Prof. Hyatt, who has been appointed by the Board of Trustees to lay before this assembly our complete curriculum of studies, has not been able to give it. It would have taken too much time; and yet I feel that we do ourselves perhaps not full justice in keeping it from the meeting. I would simply state that we have a complete set of studies assigned to every year, from the lowest preparatory to the highest graduating class. There are four classes in the Preparatory Department, four in the Academic Department, and four in the College. I regret, sir, very much indeed, that time will not allow us to hear from other distinguished gentlemen who are present. I see many of them; I wish we could call upon them; I wish that during our collation we might still continue this discussion

which has been so intensely interesting to me. I am sure that the Board of Trustees of Rutgers Female College feel grateful to those who have spoken this evening, and grateful to those who have written out their views and who were not able to attend, and to those others who do not participate, and yet who countenance us by their presence. But your words, gentlemen, your sentiments, your thoughts, will be among our counsellors in future. We thank you heartily for these expressions of sympathy, for these words of wisdom, and for your attendance on this occasion.

The meeting was then adjourned by Dr. Ferris, and the guests afterwards partook of a collation.

LETTERS.

From a large number of letters received at the College from gentlemen who had been invited to attend the meeting, or, if unable to attend in person, to express any thoughts on the subject of female education which might seem to them important, those which follow have been selected for insertion in these proceedings. The President, Trustees, and Officers, of the College take this opportunity to express their thanks to the writers of these letters, for the deep interest which they manifest, for the valuable encouragement which they have afforded, and for the many important suggestions which they contain; and although not prepared at present to commit themselves to the adoption of all the views expressed, they hope from time to time to incorporate into the course, as they have already in many instances done, such others of them as circumstances shall render practicable.

Among the responses to the invitation of the Trustees, were those of Gen. O. O. Howard, U. S. A., Hon. Henry Barnard, of the National Bureau of Education, and His Excellency Governor Fenton, expressing their regret at being unable to be present.

From His Honor Mayor Hoffman, from Lieutenant-Governor Stewart L. Woodford, from Regents of the University, and from College Presidents, letters were received, from which the following extracts are presented.

From Lieutenant-Governor STEWART L. WOODFORD :

Your circular letter of April 11th was duly received. I had hoped to be able to be present at your meeting on the 25th, but to my regret I was, at the last moment, denied the pleasure.

I write now to acknowledge the compliment of your invitation, and to give this late but hearty expression of my deep interest in the success of your valuable educational movement.

From His Honor JOHN T. HOFFMAN, Mayor of the City:

I regret exceedingly that I cannot be present at the meeting at your College Chapel this evening.; a previous engagement will prevent my attendance.

The object of the meeting, as expressed in your invitation, has my hearty sympathy, and I shall be happy always, as far as may be in my power, to aid and encourage you.

From the Hon. JOHN V. L. PRUYN, Chancellor of the State Board of Regents:

I had confidently expected to be at your meeting this evening, but find it necessary to return to Albany. I very much regret that I cannot be with you—it is quite a disappointment to me.

From Rev. SAMUEL LUCKEY, D.D., of Rochester, N.Y., Member of the State Board of Regents:

I need not say that the plan proposed by your Board, so far as it is developed, is, in my opinion, in the right direction, and promises a better result than its friends, who may have had no experience on the subject, can well anticipate.

Thirty-five years ago I took charge of the Genesee Wesleyan Seminary, in Livingston county, in which the experiment was made of giving to young ladies the same course of education as to young gentlemen. It had to contend with a great amount of popular prejudice. The results of that policy, which was afterwards accepted in the College in that place, upon the cause of female education in the State, and in other States where the pupils of these institutions have gone to teach, and to fill other positions in society, are apparent to all who know how to appreciate the benefits of the more solid education we have provided for our young men, in advancing the civilization, and promoting the moral and social prosperity, of the country. An exclusively female college having this object in view, is an advance in this direction, and cannot fail to be successful. It has my hearty approval.

From President HILL, of Harvard College:

The only suggestions that occur to me are so obvious that it seems hardly worth while to make them. "The duty of a being," says Jouffroy, "is involved in its destined end, and its destined end is revealed in its organization." This doctrine seems to me sound; and it points to the management of infancy and childhood, as the great duty for which woman should be fitted—the school chiefly aiding, I presume, in qualifying her to teach and govern.

From President STEARNS, of Amherst College:

May God bless you in your great endeavor in behalf of the daughters of our race. If they are right, we shall all be right; but if women are ignorant and corrupt, then woe to the nation, woe to mankind.

From President BOURNS, of Norwich University, Vermont:

I most cordially wish you success in your noble purpose; and I feel the more interest in your affairs as I once had the honor of acting on a Committee at one of the annual examinations of your Institution—in 1848, I think—and then formed a high notion of its efficiency and usefulness.

Let me say, that in this practical age, thinking—good, straight, fair, impartial thinking—is the most practical of all possessions; cultivate that by all means. I have found the mere mathematicians not always eminently practical; they can reason in one straight line correctly enough, but are not safe guides when evidence is to be balanced. I know that Lord Plunket, an eminent Irish statesman and orator, said that if he could only teach his sons ancient languages or mathematics—not both—he should choose the languages. Also an acute officer of West Point once said to me that he thought the best preparation for that institution to be a drilling in the elements of the Latin language. Do not suppose me a great advocate for the study of languages, but simply for sound thinking.

I will add that we in this Institution teach what we call Political Science. We take De Tocqueville as a text-book, and then discuss the constitution and principles of government generally; and we think it a very profitable study.

From President JACKSON, of Hobart College:

It has always seemed to me that female education occupied too much ground, and was hence superficial. I have before me at this moment a notice of the life and character of a lady recently deceased, which illustrates what I have in mind. "At the end of her last term she passed a perfect examination in fourteen studies, besides having taught during that time both mathematics and music."

My feeling in regard to our college educatien for young men is that it is all too superficial, owing to the lack of proper preparation before entering college, or to our trying to do too much in the academic course itself. But I could not lend my sanction to any system which would aim to make women less truly women than they are now. We are destined to pass through a perilous and disturbing experiment in this direction in America.

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From President Samson, of Columbian College, Washington, D.C:

Your proposal to unite the study of the Fine Arts with the practice of Home Philosophy, is in keeping with the spirit of our age. We are living at the era when our seaboard cities, from the utilitarian rule of commerce, are passing to the reign of intellectual culture. Not only Boston, but New York, and more Southern cities, may well seek a Phidias, rear their Parthenon, and place in its front gable their Jove transferring the keys of the citadel from Neptune to Minerva. Our merchant princes are becoming princes indeed, in their patronage of art culture.

If Minerva be thus installed in your city, female education must be her first care. Your suggestion accords with the spirit of true education for both sexes. As woman is with us not man's servant, but his intimate companion, without doubt the fundamentals of education for both sexes must be the same. But as young men, after the training of the High School and College, take years of practical and finished culture for their professions or their specially chosen vocations, so should it be with young women, since they adorn and cheer the place on earth where man truly lives—our homes.

To the former part of woman's mission, that of adorning society, nothing can so much contribute as the thorough study of Art. To the daily recurring demands of her second mission, the economical supplying of comforts for the body, Home Philosophy must be a true study.

Letters were also received from other heads of Colleges, as follows:

President Woolsey, of Yale; Dr. Hopkins, of Williams; President Champlin, of Colby University; Dr. Hickok, of Union; President Brown, of Hamilton; Dr. Raymond, of Vassar; Dr. Webster, of the College of the City of New York; and Dr. Hodge, of Princeton Theological Seminary.

From members of the Faculties of Colleges many letters were received, from which the following portions have been selected for insertion.

From Professor Tayler Lewis, of Union College:

On the subject of female education, I can only give you one thought, which has lately much occupied my mind. Though opposed to female voting, I am strongly in favor of giving them the very highest possible style of education. Owing to the absorption of the male public mind in politics, business, and money making, it will be long, I think, before we can have in this country an extensive class of learned and philosophic minds. The idea seems a strange one, but it has occurred to me that the deficiency might be in some measure supplied, by giving extra attention to female education, so as to produce the highest class of cultivated female minds, in all departments of learning and literature, that depend more on the training of thought than the mere outward sciences. This is based on an opinion which I firmly hold, of the perfect intellectual equality of the sexes. There is no reason why women should not be profound mathematicians, learned in philology, and familiar with all departments of mental and moral philosophy. The very domesticity, which I would so zealously advocate, would favor their success in all these departments, if the outward means were liberally supplied.

From Professor Elias Loomis, of Yale College:

I do not think of any suggestions which I wish to make, except to express the hope that while you are arranging for a larger option of studies, you would not curtail the provision for instruction in those severe studies, upon which the reputation of Rutgers has hitherto in a great measure depended.

From Professor W. F. Van Amringe, of Columbia College:

Nothing, for a long time, has given me more pleasure than the receipt of your circular of the 11th inst., in relation to your proposed "reorganization and extension of Rutgers Female College." You judge correctly in regard to the "public sentiment of the community," and of "the whole nation," in respect to the value of "the sphere and influence of woman" in society.

Were it not for my great age, and the laborious physical duties necessarily exacted of me, I would most gladly attend the meeting this evening, to give my mite of "co-operation in this movement." I regard it as one of the best evidences of progress in this wonderfully progressive period. Having long been of the opinion that no very high degree of civilization can prevail in a community without admitting woman to be a help meet for man, in intellect as well as in care and labor, it rejoices me to see our learned men devoting themselves to the attainment of this most important object.

Were I asked for the chief cause for the very marked differences between the inhabitants of Europe, Asia, Africa and Oceanica, I would point to the

corresponding differences in the respective conditions of woman. The pulse is not a more certain indicator of health or disease in man, than the condition of woman in a community indicates the degree of civilization it enjoys, and its power of progress in the development of morals and mind. So true is this test, that by it alone a careful student of the history of mankind can graduate the comparative conditions of communities, through every phase of moral and mental condition, from the most polished European to the barbarous native of New Holland.

Most heartily do I wish you success, and most confidently do I expect you to meet it. Old as I am, I hope to see the day when Europe will point to our country respecting this most important "forward step" in female education, as she now does to our common schools and free institutions.

From Prof. JOHN NORTON POMEROY, Dean of the Law School of the University of the City of New York:

I am desirous to urge upon you, that provision be made for some systematic instruction in Civil Polity and Political Science. It seems clearly the duty of all advanced instructors of American young women, to give their wards and pupils at least a general outline of our form of government. Strange as it may appear, this matter of political science, of such overwhelming importance in the education of American citizens for the high duties of citizenship, is too much neglected in the colleges of our country. I presume there are few schools and colleges for young women, in which any systematic instruction in these topics is given.

The tendency at the present day is strongly towards the doctrine that the right of voting—the right to take an immediate part in public affairs—is an absolute right, of the same description as that to one's life, or limb, or good name. Now the very moment when it is admitted that voting is an absolute manhood right, and that denying the vote is an act of wrong, the American people will at once go to the necessary logical conclusion, that the right belongs also to women. I do not adopt this notion as theoretically correct, but we need not be surprised if, in five or ten years, many States extend the elective right to women as well as to men. There may then come the time when the the very self-same reasons will apply to the political education of young women and young men.

It is not necessary that women should be made thorough constitutional lawyers, or that they should enter into the discussion of partizan politics. But any young woman can learn and understand the governmental ideas on which our whole social and political fabric is founded; she can learn the outline of the form of government, and the functions of the various departments thereof. Moreover, this need not be done in a dry and wearisome manner; it may be clothed with interest, and made eminently attractive. With

such a knowledge, can there be any doubt that an American woman will be more capable of accomplishing the life-labor of an American citizen, of aiding, supporting, counselling, a husband, father, brother, son.

The family is the God-appointed element in society—the rudimental cell in the tissue of the body-politic,—and in the family the woman sits on an equal throne with the man, and thence wields an influence, for good or evil, which man cannot wield.

Again, there is much peculiar legislation touching the rights, powers, and duties, of women, single or married. This legislation relates to their rights of property, to their rights over their own persons, and over the persons of their children. Within the last ten years in America a complete revolution has been made in the law as to the legal rights of women. Is it not important that young women should be instructed somewhat in these matters, that they should learn something of their legal relations to the society of which they are a part?

I commend this whole subject to your most earnest consideration, in your work of instructing young women to be cultivated, Christian, American citizens.

From Professor M. Schele De Vere, of the University of Virginia:

The high renown which your institution has so fairly earned and so largely enjoyed, has long since attracted my attention; and a slight personal acquaintance with its workings has but increased my appreciation. I have no doubt, therefore, that its enlarged means of instruction will add to its usefulness and eminence.

From Professor Edward North, of Hamilton College:

It is high time to enlarge the curriculum of studies for our young women. The hour for mere complaining has gone by; the public demand now is for some real advance in the direction of higher and wider culture for young women. They will find work enough to do, as soon as they surpass others in their way of doing it. There is a ledger waiting for every young lady who will prove her superior competency to keep it. There will be no lack of patients for female physicians, who will fit themselves to treat skillfully the diseases of women and children. Lady teachers are preferred, even in schools for boys, provided they have the right gifts and endowments. Ladies might be more useful in Sunday-schools, if they would learn to read the New Testament in the original Greek. They need not despair of surpassing their rivals of the other sex as telegraph operators, as reporters, as local and literary editors. Authorship and the fine arts beckon them up to the highest fields of human effort. There will be a world-wide welcome for every Rosa Bonheur, every Harriet Hosmer, every Mary Lyon, every Christina Rosetti;—and I hope that many such may hereafter be found among the Alumnæ of Rutgers Female College.

From Professor N. L. Andrews, of Madison University:

I entertain a decided conviction that female education, as generally conceived and pursued, has made too little account of those disciplinary studies, which have been given a place so honored and so useful in the training of young men. Ought not these to precede those accomplishments which are held in greater popular estimation? Of the latter, let there be none fewer, but let us not ignore the educational value of the former. It might seem a partiality to one's own department to say that the classics ought to have place—and no small place—in the curriculum of studies for young women: but while the large majority of our best educators maintain their essential importance in the instruction of young men, why should not the same arguments apply to the education of young ladies? The development of the logical faculty by mathematics, it may not be deemed desirable to carry to so great an extent; but the study of language, while it furnishes a broader discipline, contributes also quite directly to prepare woman for her position in social life. Is it not a little unfortunate that even the study of French and other modern languages, so general in ladies' schools, is so often entirely unfruitful of discipline?

Your institution will be a College worthy of the hopes and purposes of its friends, if it shall seek to give to all its students that highest fruit of study—culture. With this, the lighter graces of womanly accomplishments are the adornment of a substantial possession; without it, they will attract more interest and admiration than they will permanently hold.

Letters expressive of interest in the College, and regret at being unable to attend the meeting, were received also from the following members of college faculties, viz:—Professor Huntington of Auburn Seminary, Professor Upson of Hamilton College, Professor Alexander of the College of New Jersey, Professor Baird of the University of the City of New York, Professors Davies and Egleston of Columbia College, Professors Owen and Docharty of the College of the City of New York, and Professor Post of the University Medical College.

The Trustees are indebted to Professor Joy of Columbia College, for valuable papers containing his published views concerning the education of women and the degrees which should be conferred in a female college.

Among a number of responses received from eminent clergymen in various parts of the country, the following are presented, with the omission of the introductions and conclusions.

From Rev. Joel Hawes, D. D., of Hartford, Conn., (since deceased):

I have until now cherished the hope that I should be able to comply with the invitation. But I am obliged, at this late hour, to abandon it.

This I very much regret, for I regard the object of the meeting as one of very great importance; and though I could not expect to add much to councils adapted to carry out the plans in view, I have felt that it would be a privilege to be there and hear the deliberations of those who shall be present. I am fully persuaded, in the language of the letter, that the time for a forward step in the education of woman has fully come; and my earnest prayer is that those who may meet to act in the case, may have wisdom to give a right direction to that step, and that an influence of the right kind may go forth from the movement you have in contemplation, to give a new impulse and a higher tone to the whole system of female education in our land.

From Rev. George Shepard, D. D., of Bangor, Maine:

I feel interested in your plans, and it would give me great satisfaction to be present at the meeting to be held in the chapel on the 25th inst., but circumstances will render it utterly impracticable.

From Rev. Stephen Thurston, Searsport, Maine:

You have my best wishes for your success in all efforts to raise the standard of education. But do not overlook the fact that all true and safe education includes the moral as well as the intellectual faculties.

From Rev. Edward N. Kirk, D. D., Boston, Mass.

You are on the right track. Press the education of our young women up to the highest point: only thoroughly trained women are competent to raise a race of self-governing men.

But where shall I begin to express my views? They touch twenty points of this vast subject. I must therefore allude to only a few, and that, briefly.

1. You have done right to raise the school to a level with those that we have provided for boys.

2. While there appear to have resulted many valuable effects from educating the sexes together, there are reasons, also, for making separate institutions

for them. There are parts of the training in each, that should be as peculiar as the peculiarity of the qualities and spheres of action that Providence has assigned to them respectively.

3. In the æsthetic and literary departments, woman should be trained universally, if practicable, whereas many men can dispense with thorough training in that direction, rather than in some others.

4. Make thorough provision for physical development.

5. Give the study of the Bible a high place, with all the apparatus and appliances that modern discovery has furnished.

6. Limit the mathematical department to the production of two results:—the mastery of so much arithmetic and geometry as the ordinary duties of life make necessary,—and the training of attention, consecutive thinking, and precision of utterance or expression.

7. Composition or rhetoric thoroughly.

8. Elocution, or good reading, even before music.

9. Music next.

10. A comprehensive view of the vital principles involved in the structure of American society, politically considered.

11. The faculties employed in conversation, thoroughly and harmoniously developed.

But I stop, saying so much, rather to express my profound interest in your plans, than to throw any light.

From Rev. F. D. Huntington, D. D., Boston, Mass.

Positive engagements forbid my being present at the meeting to which you have done me the honor to invite me. I can only give you a cordial God-speed, and my prayers to Him from whom all light and strength for every noble undertaking come.

You are clearly working in the line of His Providence, and of the highest demands of the age; and what you do will doubtless be a model and an inspiration to many others.

From Rev. Leonard Bacon, D.D., New Haven, Conn.

I regret that the pressure of my duties will deprive me of the pleasure of being present at the meeting in the chapel of your college. Your circular shows that the thoughts which I should most wish to suggest, have already occurred to you and your committee. Indeed the title of your institution, "Female College," implies that what we call a college education for young men, is not exactly identical with what you are thinking of as a college education for young women. If you bear in mind that your graduates are to be women and not men, and that, therefore, their proper mission is to be wives and not husbands, mothers and not fathers, sisters and not brothers, and that

the instances in which any of them will be legitimately and honorably called to more masculine duties, as politicians or statesmen, as orators, lawyers, preachers, or military commanders, must be exceptional and very few, you will not be in much danger of doing violence to the nervous system of your pupils (so distinctively delicate and sensitive) by overloading them with all the severe and abstruse studies that are suited to the coarser nerves and hardier physical constitution of young men.

The new departments proposed, are evidence that your circular proceeds not from dreamers, but from practical workers. I wish them all success.

From Rev. Rufus W. Clarke, D. D., Albany, N. Y.

I like exceedingly your proposed new departments of education for young women, and if your plans are fully carried out, they cannot fail to be highly useful. Not only will great practical benefits flow directly from your college, but you may influence other institutions for female education, to enlarge and elevate their systems of instruction.

From Rev. G. W. Heacock, D. D., Buffalo, N. Y.

I congratulate you on the passage, by the Legislature of this State, of the act conferring on "Rutgers Female Institute" the powers and privileges of a college.

It would give me very great pleasure indeed, to be present, agreeably to your invitation, at the meeting called for the 25th inst. in connection with the proposed introduction of the new and enlarged course of study. All real improvements either in range or quality in the education of woman, are among the truest means of social advancement.

From Rev. Joel Parker, D. D., Newark, N. J.

Your circular is before me. It cannot but be gratifying to every lover of his country and of the interests of humanity, to witness the development of liberal plans for advancing the work of educating the people.

Nothing, in my judgment, affords better promise in this regard, than the disposition, in so many quarters, to raise high the standard of female education.

I heartily approve of "enlarging the present curriculum," and adding also "a series of new departments." Indeed I can see no reason why the education of woman should not be equally extended with that of men. Different, it plainly ought to be. But while women ought not to be ignorant of any branch of learning, they ought especially to be cultivated in everything relating to matters of taste and elegant art.

If I were to suggest any thing new (and possibly these may be intended as a part of home philosophy) I would say, give a degree of prominence to the science and art of education, and to hygiene, as affected by exercise and air and diatetics and the culinary art, involving, also, a full acquaintance with anatomy and physiology.

These suggestions, it is likely, are needless to a body possessing the wisdom of your board. They spring, however, from a strong desire to show an interest in deliberations in which the providence of God does not permit me to participate.

From Rev. A. D. Gillette, D.D., Washington, D C.

It has long puzzled me to know why legislatures have been so lavish of endowments of colleges for men, and have done so little for the education of women. We men claim to be best able to work our way to advancement in life's duties; yet we have liberally aided ourselves from public funds and influences, and left women to do as they could unaided.

It certainly is not creditable to American gallantry, nor is it to our gratitude for being the sons of our mothers: this we can only express by doing our duty to those who are to become the mothers of the men who shall conduct the affairs of family, church, and state, when we are gone.

I regret that it will not be my privilege to meet with former friends and associates, and talk over the work before your college. All that I can do is to pray that Heaven's blessings may crown all that you do that is in unison with true wisdom and sound discretion.

Let the college aim to give enlarged views of our republican form of government. Imbue the students with the true nature and value of American liberty; that they may inspire similar sentiments in the hearts of their children.

When all our people understand and pursue these, crowned with the spirit of Christ, then the demagogue will sink into oblivion, and our national harmony become as musical as the spheres;—for music was born when Liberty spoke.

From Rev. Byron Sunderland, D.D., Washington, D.C.

The subject is one of no ordinary interest. Female education opens a field yet scarcely explored, much less cultivated as it is destined to be. Among human institutions, I know of none more vital to the welfare of mankind, than those which are designed to prepare woman for the duties of her sphere and the developments of the future. At present there are great evils and deficiencies which ought to be remedied as speedily as possible; and I think the friends of Rutgers are taking a step in the right direction. Our ideas of the prerogatives of the sex are no doubt far in advance of the social system of Europe, but the exercise of prerogative also enjoins responsibility, and requires a training and fitness for duty and obligation. I trust the

meeting may be all its most ardent friends can anticipate, and that the cause thus sought to be promoted will receive a fresh impulse and assume grander proportions.

Valuable and kindly letters of response were received also from other prominent ministers, among whom are Rev. Dr. Barnes of Philadelphia, Bishop Johns of Virginia, Bishop Kerfoot of Pittsburg, Bishop Williams of Connecticut, Rev. Dr. Bushnell of Hartford, Rev. Dr. Tarbox of Boston, Rev. Dr. Darling of Albany, Rev. Dr. Daggett of Canandaigua, Rev. Dr. Shaw of Rochester, Rev. Dr. Stead of Astoria, Rev. J. Butler of Fairport, Conn., Rev. Edward Lathrop of Stamford, Conn., and others. From clergymen in the city of New York who are unable to attend the meeting, many expressions of interest were sent to the committee; portions of some of these letters are here inserted.

From Rev. Thomas De Witt, D.D.

The institution of a Female College in this city, I deem one of great interest and importance. I trust the one proposed will be carried into successful execution, with its plans wisely formed. I shall rejoice in its success and onward progress.

From Rev. E. P. Rogers, D.D.

I sympathize heartily with the object of the meeting, and should be glad to attend on its deliberations were it possible for me to do so consistently with other engagements. To decide upon the best methods of preparing American women for that sphere to which they are called in this country and age, may well engage the thoughtful consideration of the best minds among us.

I earnestly hope that the proposed meeting may be largely attended, that the subject will be thoroughly discussed, and that the best reasults will follow.

From Rev. Samuel M. Isaacs:

I regret that it will be impossible for me to meet you and your council tomorrow night. I should have wished to be with you, and participate in the discussions, for the education—the proper education—of women, is a subject which should not be dismissed without deep reflection. I am heartily glad of the success of your institution, and sincerely hope that, in the new phase it has assumed, it may be the means of more lasting good to the women of America.

From the Right Rev. Horatio Southgate, D. D.

I am deeply interested in the new scheme of the College. It involves questions of the gravest importance at the present moment, and which are to receive some determination, for good or evil, in the future. Too great care cannot be taken in solving them. Some points are clear at the start; others must be settled by experience. Your course will therefore have to be, for a time, in part tentative: but it will become clearer as you proceed.

It is necessary, and therefore it is wise, to meet the questions to which I allude. They arise out of the growth of the age; and the true policy is to guide their development aright, and to begin now, while it is in the germ. The line of female education must be changed or modified (for many of those to be educated) as the line of female life, especially abroad in the world, alters its course. I am glad that you have begun this new career; it is none too soon. Your Trustees will have a difficult and delicate task: but public sentiment will approve it; and, if wisely conducted (as I doubt not, from their character, it will be), the result will justify their labor. *Finis coronat opus.*

I cannot enter into such detailed suggestions as you invite. The subject is too large and too important to be treated satisfactorily in a hasty note like this. In the mean time, as the execution of the plan must be mainly in the hands of the President, and as he must practically guide the movement, my chief confidence in its success lies in the fact that I know your own views and principles of action to be not those of a wild theorist, but of a man who, while he moves with the progress of ideas, is as much disposed to guard them from excess and violations of the laws of God in His unchanging ordinances for woman, as to help them forward in their advance. I know that you will guide, even more than you will impel.

From Rev. A. Huntington Clapp, Secretary of the American Home Missionary Society:

I heartily rejoice that this door of enlarged and permanent usefulness is open so widely before you. You will have the best wishes and prayers of those who truly love our country, and best understand her most pressing needs in this time.

The realization of your noble plans will best solve the vexed problem of "woman's sphere," and will most effectually thwart the schemes of those on the one hand, who would degrade woman by enforced ignorance and oppression, and of those on the other hand, who would rob her of her glory and her power under the pretence of asserting her "rights."

Other city clergymen also sent responses of a similar character, among whom are Rev. Drs. Mancius H. Hutton, Peter Stryker, William A. Muhlenberg, Morgan Dix,

J. R. Craighead, Ferdinand C. Ewer, J. R. Raphall, G. L. Prentiss, and Philip Schaff; Right Rev. Horatio Potter, and Rev. Messrs. A. H. Kellogg, C. L. Brace, James D. Wilson, Lyman Abbot, J. R. Smith, and others.

Letters of regret at not being able to attend, were received also from numerous gentlemen interested in educational movements; some of these letters contained valuable thoughts on the subject of the Trustees' circular. Among these gentlemen may be mentioned J. Romeyn Brodhead, Esq., Col. Emanuel B. Hart, E. L. Godkin, Esq., of the *Nation*, William A. Booth, Esq., S. S. Randall, Esq., William Elmer, M. D., J. K. H. Willcox, of the *New York Social Science Review*, Rufus King Browne, M. D., William G. Lambert, Esq., Samuel H. Lloyd, Esq., and others.

The following have been selected for insertion:

From the Hon. Emory Washburn, Cambridge, Mass.

I have had much to do with our schools, as a member of the State Board of Education, and especially with our Normal Schcols, of one of which I am a special visitor. In that school, we have employed, for the last year, a female principal, whose success has been unqualified. I have had occasion to remark, in these schools, the subjects taught, and the progress of the pupils, as evinced by their recitations and their exercises on the black-board; and I have no hesitation in saying that I have seen nothing in these respects to mark any superiority in what is sometimes called "the stronger sex" over the other. In this remark, I would embrace algebra, geometry, some branches of natural philosophy, and logic, as well as the ordinary topics taught in schools. So that, in marking out a curriculum for a female college, I should be governed more by what young women most need, than by any apprehension as to what they are most capable of being taught.

The idea of instruction in the rules and routine of business is an excellent one, supplying what may be to woman an important branch of knowledge, which she can study only at school, since she cannot, as things now are, learn it in a counting room. It is, moreover, called for by the modern system of law, which regards wives as integers in the matter of business and property, instead of cyphers, as they used to be.

Home Philosophy is eminently a science to be cultivated, embracing the laws of culinary chemistry. The science of teaching, too, opens to young women an important field, and should find a place in such a college as the Rutgers promises to be.

There is one other science which I hold to be an indispensable part of every good education, and that is politics. It seems to me that there is nothing in which our colleges and schools have been so defective as in this. Especially will this be important if, as is now shadowed forth, women are to become electors and law-makers. Our country wants nationality. Our sons and daughters want to know what sort of a government they live under, and wherein we are better-off than any other people on earth. If we would but educate the mothers, and they teach their children, it would, indeed, be a people's government, instead of a system in the hands of managers and wire-pullers. We want for this purpose, proper text-books, and discreet and patriotic teachers, who shall be above party biasses and the selfish policy of anybody as a leader.

I have found few subjects in which the young women of our normal schools take a deeper interest, than in the history, characteristics, and operation of our constitution of government. And my belief is that it may be made a valuable branch of collegiate instruction, especially for young women; and it is worth a little effort to make the coming generations feel that we have a country that reaches beyond the line of the visible horizon.

From the Hon. Judge Hugh L. Bond, Baltimore, Maryland:

It will give me great pleasure to be with you on Thursday evening, if, as I now hope, the trial of a party charged with murder is concluded in time for the proper train.

I am coming, not that I hope to add anything to the information of those present, but to learn something which will be of value to my own State where the system of general public instruction is in its formative period.

From Frederic De Peyster, Esq.

No ordinary circumstance should prevent my attendance at your meeting, to be held this evening; but a case of severe illness in my family demands my constant presence, and I regret, therefore, that I cannot be present on so important an occasion.

From the Hon. Hamilton Fish:

I regret that an expected absence from the city on Thursday next will prevent my acceptance of the invitation to be present on the interesting occasion of your meeting on the evening of that day.

Hoping that the future of your institution may surpass even its past success and efficiency, I have the honor to be, etc.

From the Hon. Willis Hall, Nyack, N. J.

I congratulate you most heartily on the new honors which have crowned old Rutgers. You design to raise the grade, and improve the direction, of female education. The object is a noble and, I think, a feasible one : that you may achieve it, is my most earnest desire.

It seems to me that the ordinary course of education in painting and drawing might be greatly improved by teaching the application of drawing to the sketching of landscapes. No lady in England, or on the Continent, is considered accomplished until she can sketch. This art cannot well be acquired but by a little practice under an experienced teacher. Many little practical details would thus be mastered, which would otherwise occasion embarrassment, and probably prevent the pupil from ever resorting to the practice. To learn to draw single objects—a rose, a castle, a bridge—in the schoolroom, is merely to learn the alphabet. The pupil should be taught to draw them in connection with the surrounding landscape.

Permit me to say, that if you were to employ a skilful landscape painter to go with a class, once a week or oftener, to the Central Park, and teach them to sketch some of the delicious bits of landscape which abound there, it would render your College the most popular institution in the city.

In an educational point of view, it would exert the happiest influence. It would accustom the pupil to observe and admire nature ; wherever she might travel, the world would become a picture. The resources and enjoyments of life—which should be a great object of education—would be greatly increased.

From Hon. Albert Cardozo :

I greatly regret that previous engagements for Thursday evening, will prevent my being present at the conference for the benefit of an institution in which, as you are aware, I take so much interest.

From Col. George E. Baldwin :

The objects you propose to accomplish, as set forth in your invitation, are such as command my deep respect ; and I trust that your laudable efforts may be crowned with the success which they are so eminently entitled to.

From Miss Jane R. Bulkley, Tarrytown, N. Y., for nine years the Principal of Rutgers Institute :

It gives me pleasure to know that in arranging the curriculum, you will have the advice of gentlemen of talent and ability ; and you will allow me to take this opportunity to renew my congratulations upon the success which has thus far rewarded your exertions in behalf of that Institution which may be

considered as the pioneer of female education in the great metropolis, and to extend to you and your coadjutors, my earnest wishes for the prosperity of "Rutgers Female College."

From the wife of a leading physician of New York City:

I have given much time and thought to the subject, and have been looking and hoping for advance and reform in the right direction. My attention has been arrested by the last sentence on the first page of your circular. The Home Philosophy may mean a great deal.

It has seemed to me that we are in great danger, not, perhaps, of over-educating young women, but of educating and training them in the wrong direction. The tendency among our women is to neglect the plain, homely duties which really belong to them. You can have no idea how much sewing is neglected, nor how much our women and children suffer from the want of that simple knowledge on the part of those who ought to have it, and to whom you probably think it comes by nature. Nor do you know the dyspepsia, ill-temper, sickness, and deaths, that come from poor cooking and slovenly housekeeping; nor the wretchedness of the many women who enter upon life so ignorant, and who go on feeling their way and making mistakes, with none to teach them or to help them.

I do not consider my daughters' education complete till they have made at least one of every kind of garment with their own hands, till they know the details of housekeeping, the principles of cookery, the practical working of yeast and bread, and the ordinary rules of life and health.

I truly believe that some terrible evils and practises, about which the newspapers have spoken first in hints, and then plainly (though advertisements are always plain enough), and which some of us have been aware of for a long time, without knowing how to hinder or to remedy them, come quite as much from poor and insufficient preparation for the duties of life, as from mere selfishness or indifference.

Hardly anything is a burden which we can can do well and readily, while we work at a sad disadvantage where we have no knowledge or experience to guide us.

Please consider this a mere private letter, from one who could not resist the temptation to speak (as they say women never can), and keep my name to yourself.

I would fain see my countrywomen better, and happier, and wiser.

RUTGERS FEMALE COLLEGE.

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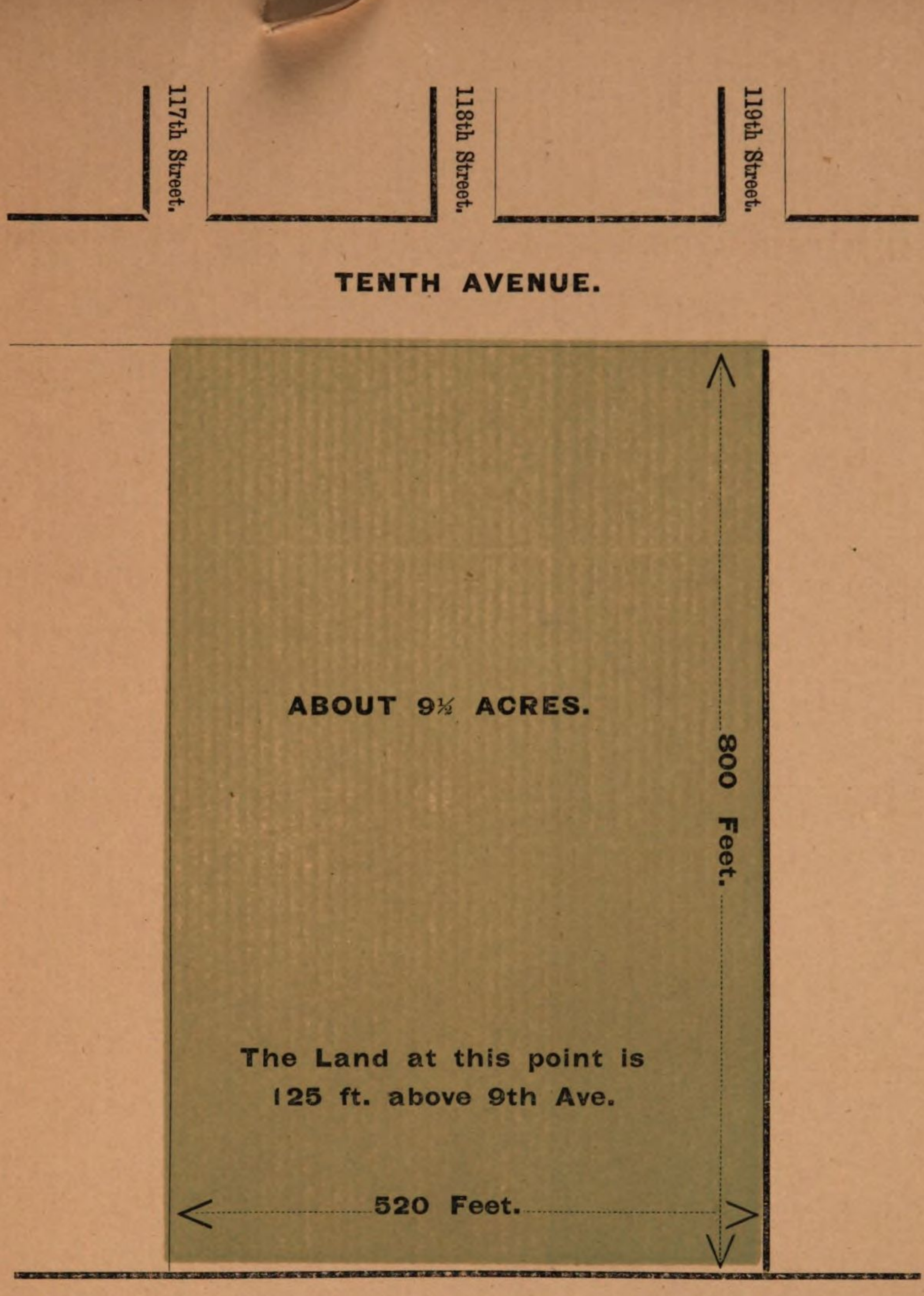

PLAN OF PROPERTY

Near the North Line of the Central Park, N. Y.,

THE SITE ON WHICH THE

RUTGERS FEMALE COLLEGE BUILDINGS

Are proposed to be erected.

The Grounds to be laid out by

OLMSTED, VAUX & CO., LANDSCAPE ARCHITECTS, 110 BROADWAY, NEW YORK.

BSB Bayerische StaatsBibliothek
MDZ Münchener DigitalisierungsZentrum Digitale Bibliothek

Proceedings of the Meeting held at the Inauguration of Rutgers Female College, April 25, 1867

New York 1867

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